# 6. DATA PREPARATION

As described in chapter 5, two types of data collection instruments were used for the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) data collection in the fall- and spring-first grade: computer-assisted and self-administered paper forms (hard copy). The data preparation approach differs with the mode of data collection. The direct child assessment and parent interview were conducted using computer-assisted interviewing (CAI) techniques. Editing specifications were built into the computer programs used by assessors to collect these data. The teacher and school administrator forms were self-administered. When the field supervisors returned these forms, coders recorded the receipt of these forms into a project-specific forms tracking system. Coders reviewed the questionnaires to ensure data readability for transfer into an electronic format. The visual review included changing (upcoding) any "Other, specify" responses that actually fit within the available response categories of the question. There were some items where upcoding was conducted after the data were keyed due to the large volume of other responses. Once they finished this review, the coders sent the instruments to data entry to be manually transferred to an electronic format and reviewed for range and logic consistency. The following sections describe the data preparation activities for both modes of data collection in more detail.

## 6.1 Coding and Editing Specifications for Computer-Assisted Interviweing

The very nature of designing a computer-assisted interview forces decisions about edit specifications to be made up front. Both acceptable ranges and logic consistency checks were pre-programmed into the electronic questionnaire. The next few sections describe the coding and editing of the data collected using CAI. Though the child assessments and the parent interviews were both collected using CAI, the child assessment did not contain some of the additional range and edit checks contained in the parent interview. The following sections describe the coding and editing that was conducted on the CAI parent interview.

### 6.1.1 Range Specifications

Within the CAI parent interview instruments, respondent answers were subjected to both "hard" and "soft" range edits during the interviewing process. (The child assessment did not have such hard and soft ranges.) A "soft range" is one that represents the reasonable expected range of values but does not include all possible values. Responses outside the soft range were confirmed with the respondent and entered a second time. For example, the number of hours each week a child attends a daycare center on a regular basis had a soft range of one to 50. A value outside this range could be entered and confirmed as correct by the assessor as long as it was within the hard range of values (one to 70).

"Hard ranges" are those that have a finite set of parameters for the values that can be entered into the computer, for example, "0-20 times" for the number of times the child was late for school in the past four months. Out-of-range values for closed-ended questions were not accepted. If the respondent insisted that a response outside the hard range was correct, the assessor could enter the information in a comments data file. Data preparation and project staff reviewed these comments. Out-of-range values were accepted and entered into the data file if the comments supported the response.

### 6.1.2 Consistency Checks (Logical Edits)

Consistency checks, or logical edits, examine the relationship between responses to ensure that they do not conflict with one another or that the response to one item does not make the response to another item unlikely. For example, in the household roster, one could not be recorded as a mother and male. When a logical error such as this occurred during a session, the assessor saw a message requesting verification of the last response and a resolution of the discrepancy. In some instances, if the verified response still resulted in a logical error, the assessor recorded the problem either in a comment or on a problem report. Consistency checks were not applicable to the child assessments.

### 6.1.3 Coding

Additional coding was required for some of the items collected in the CAI instruments. These items included "Other, specify" text responses, occupation, race-ethnicity, and home language. Assessors keyed verbatim responses to these items. Once the data were keyed, staff were trained to code

these data using coding manuals designed by Westat and the National Center for Education Statistics (NCES) to support the coding process. In this section, we describe the coding activities for the CAI instruments.

### Review of "Other, specify" Items

The "Other, specify" open-ended parent interview responses were reviewed to determine if they should be coded into one of the existing response categories. During the data collection, when a respondent selected an "other" response in the parent interview, the assessor entered the text into a "specify" overlay that appeared on the screen. The data preparation staff reviewed these text "specify" responses and, where appropriate, coded them into one of the existing response categories. If a text "specify" response for which there was no existing response category occurred frequently enough, new codes (response categories) would have been added. No new codes were added for first grade parent data. There were no "Other, specify" items in the child assessments.

### Parent Occupation Coding

As in the base year, occupations were coded using the *Manual for Coding Industries and Occupations*, March 1999 (National Household Education Survey, NHES: 99). This coding manual was created for NHES and used an aggregated version of industry and occupation codes. The industry and occupation codes used by NHES were originally developed for the National Postsecondary Student Aid Study (NPSAS, 1990) and contained one to four digits. Analysis of the NPSAS categories revealed that some categories had very small numbers of cases and some categories that are similar in industry or occupation had similar participation rates, suggesting that the separate codes could be collapsed without significant loss of information. The NHES industry and occupation code categories use a two-digit code, the highest level of aggregation, to have sufficient numbers of cases to support analysis without collapsing categories. There are 13 industry codes and 22 occupation codes in the NHES coding scheme. If an industry or occupation could not be coded using this manual, the *Index of Industries and Occupations—1980* and *Standard Occupational Classification Manual—1980* were used. Both of these manuals use an expanded coding system and at the same time are directly related to the much more condensed NHES coding scheme. The 1980 manuals were used for reference in cases where the NHES

coding scheme did not adequately cover a particular situation. (See Chapter 7, section 7.4 for an expanded description of the industry and occupation codes.[*])

Occupation coding began with an autocoding procedure using a computer string match program developed for the NHES. The program searched the responses for strings of text for each record/case and assigned an appropriate code. About 25 percent of the cases were autocoded and were not verified because there was an exact match between the respondent's answer and the occupation code.

Cases that could not be coded using the autocoding system were coded manually by coders using a customized coding utility program designed for coding occupations. The customized coding utility program brought up each case for coders to assign the most appropriate codes. In addition to the text strings, other information, such as main duties, highest level of education, and name of the employer, was available for the coders. The coders used this information to ensure that the occupation code assigned to each case was appropriate.

Verification of coding is an important tool to assure quality control and as an extension of coder training. As a verification step, two coders independently assigned codes (i.e., double-blind coding) to industry and occupation cases. A coding supervisor arbitrated disagreements between the two codes, the initial code and the verification code. In the early stages of each coder's work, 100 percent of each coder's work was reviewed. Once the coder's error rate had dropped to one percent or less, ten percent of the coder's work was reviewed.

**Race-Ethnicity Coding**

The same coding rules used in the base year were used to code all race-ethnicity variables for children, resident parents, and nonresident parents. See chapter 7, section 7.4.1 for details on how the race variables were coded and how the race-ethnicity composite was created.

---

[*] Office of Budget and Management, Executive Office of the President (1980). *Standard Industrial Classification Manual.* Springfield, VA, and Office of Federal Statistical Policy and Standards, U.S. Department of Commerce (1980). *Standard Occupational Classification Manual* (2nd ed.). Washington, DC: Superintendent of Documents, U.S. Government Printing Office.

**Language Coding**

The same coding rules used in the base year were used to code home languages reported by respondents.

**Partially Complete Parent Interviews**

A "completed" parent instrument was defined by whether the section on family structure (FSQ) was completed by the respondent. Only completed interviews were retained in the final data file. A small number of interviews in each round, approximately five (less than one percent) in fall-first grade and 113 (less than one percent) in spring-first grade, terminated the parent interview after the FSQ section but before the end of the instrument. These interviews were defined as "partially complete" cases and were included in the data file. All instrument items after the interview termination point were set to -9 for "not ascertained."

**Household Roster in the Parent Interview**

Several tests were run on the household roster to look for missing or inaccurate information. These tests are the same tests run on the kindergarten year data; the difference in the first grade files is the absence of detailed edit flags. Rather than carrying seven different flags describing each type of edit performed on a particular case, as was done in the kindergarten year, one flag was used per round to identify cases that were edited for any of the reasons described below. These flags are P3EDIT and P4EDIT; the flag is set to 1 if the case was edited in the given round. There were 212 cases requiring edits in the round 3 roster data, and 226 cases requiring edits in the round 4 data.

There were essentially three general types of roster tests performed to determine which cases required editing. First, the relationship of an individual to the focal child was compared to the individual's listed age and gender. Any problems found were corrected based on data from prior data collections wherever possible. Second, households with more than one mother or more than one father were scrutinized for errors. While it is possible to have more than one mother in a household—for example, a household could contain one biological and one foster mother of the focal child—such cases warranted closer inspection. There were 37 cases with more than one mother or father in the household. Corrections

were made wherever clear errors and a clear resolution existed. Lastly, the relationship of an individual to both the focal child and the reference person was examined, as there are cases in which the relationship of an individual to the focal child conflicts with his status as the spouse/partner of the reference person. For example, in a household containing a child's grandparents but not his or her parents, we may designate the grandmother as the "mother" figure, and the grandfather thus becomes the "father" by virtue of his marriage to the grandmother. These cases were examined but left unchanged. Both the original—and correct (grandfather)—relationship data and the new "parent-figure" designation (father) that had been constructed were kept. In fall-first grade, four cases remained with errors after these tests were run; the cases can be identified by the flag "P3ERRFLG". In spring-first grade, 82 cases remained in error after these tests were run; the cases can be identified by the flag "P4ERRFLG".

## 6.2 Coding and Editing Specifications for Hard-Copy Questionnaires

### 6.2.1 Receipt Control

In order to monitor the more than 45,000 documents that were to be received in the first grade year, the project-specific receipt and document control system developed in the base year was used. The receipt and document control system was initially loaded with the identifying information, such as identification numbers for schools, teachers, and children; the links between teachers and children; and the questionnaires that were expected from each school and teacher, for each cooperating school in the sample. As data were collected in the field, field supervisors completed transmittal forms for each school to indicate which questionnaires were being mailed to the home office. Once data collection started, receipt control clerks compared the transmittal forms to the questionnaires sent in from the field for accuracy and completeness. The identification number on each form was matched against the identification numbers in the tracking system to verify that the appropriate number of forms for each school was returned. The forms were then logged into the receipt and document control system. Once forms were logged in, if they had any data (some forms had no data due to refusal by the respondent to complete them), they were then coded; the data were entered into electronic format, after which the data were edited. The following sections describe the coding, data entry, and editing processes for hard-copy questionnaires.

### 6.2.2        Coding

The hard-copy questionnaires required coding of race-ethnicity for teachers, review of "Other, specify" text responses, and a quick visual review of particular questions in each questionnaire. The quick visual review was to assure that the questionnaire values were accurate and complete and were consistent across variables and that the numbers were converted to the appropriate unit of measurement prior to converting data to an electronic format. The coding staff were trained on the coding procedures and had coding manuals to support the coding process. This staff also did the data editing after data entry was complete. Senior coders verified coding. The verification rate was set at 100 percent for each coder until accuracy of less than one percent error rate was established. After that point, work was reviewed at a rate of ten percent.

### Review of "Other, specify" Items

The "Other, specify" text responses were reviewed by the data editing staff and, where appropriate, upcoded into one of the existing response categories. The small number of specify responses that remained after upcoding did not fit into any preexisting category and were of insufficient numbers to warrant an additional category. No new codes were added.

### Coding Teacher Race-Ethnicity

"Other, specify" text responses for race-ethnicity in the teacher questionnaire part B were coded using the base year procedures.

### Coding Teacher Language

"Other, specify" text responses for language in the teacher questionnaire part A were coded using the base year procedures.

### 6.2.3 Data Entry

Westat data entry staff keyed the forms in each batch. The data were rekeyed by more senior data entry operators at a rate of 100 percent to verify the data entry. The results of the two data entry passes were compared and differences identified. The hard-copy form was pulled and examined to determine what corrections had to be made to the keyed data. These corrections were rekeyed, resulting in an accuracy rate exceeding 99 percent. The verified batches were then transmitted electronically to Westat's computer system for data editing.

### 6.2.4 Data Editing

The data editing process consisted of running range edits for soft and hard ranges, running consistency edits, and reviewing frequencies of the results.

#### Range Specifications

Hard-copy range specifications set the parameters for high and low acceptable values for a question. Where values were printed on the forms, these were used as the range parameters. For open-ended questions, such as, "Counting this school year, how many years have you taught in your **current school** including part-time teaching?" high and low ranges were established as acceptable values. Data frequencies were run on the range of values to identify any errors. Values outside the range were identified as an error and were printed on hard copy for a data editor to review. Cases identified with range errors were identified, and the original response was updated. Data frequencies were then rerun and reviewed. This iterative process was repeated until no further range errors were found.

#### Consistency Checks (Logical Edits)

By programming logical edits between variables, consistency between variables not involved in a skip pattern was confirmed. For example, in the school administrator questionnaire, the number of children eligible for free breakfast could not exceed the total number of children enrolled in the school. These logical edits were run on the whole database after all data entry and range edits were complete. The

logical edits were run separately for each form. All batches of data were combined into one large data file, and data frequencies were produced. The frequencies were reviewed to ensure the data remained logically consistent within the form. When an inconsistency was found, the case was identified and the inconsistency was printed on paper for an editor to review. The original value was corrected, and the case was then rerun through the consistency edits. Once the case passed the consistency edits, it was appended back into the main data set. The frequencies were then rerun and reviewed. This was an iterative process; it was repeated until no further inconsistencies were found.

### Frequency and Cross-Tabulation Review

Frequencies and cross-tabulations were run to determine consistency and accuracy across the various forms and matched against the data in the field management system. If discrepancies could not be explained, no changes were made to the data. For example, in teacher questionnaire part A, an item asking about languages other than English spoken in the classroom includes a response option of "No language other than English." If a respondent circled that response but also answered (in subsequent items) that other languages besides English were spoken in the classroom, then the response was left as recorded by the respondent because the discrepancy could not be resolved. In the student record abstract, for item 13 a code was added, "Both option 1 and 2 are circled" as in 99 cases the respondent indicated both options.

# 7. DATA FILE CONTENT AND COMPOSITE VARIABLES

This chapter describes the content of the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) First Grade Public-Use Data File and focuses largely on the composite variables that have been created. The file can be used for longitudinal analysis in combination with the file from the base year (kindergarten year) (see chapter 9 for details about longitudinal analyses). The Base Year User's Manual is included in the first grade Electronic Code Book (ECB) with the First Grade User's Manual for reference.

Unlike the ECLS-K files for the base year for which there were child, teacher, and school "catalogs," there is only one child-level first grade data file or catalog, as explained in chapter 1. This file was constructed at the child level, and each child record contains data from the various respondents associated with the child (the child herself/himself, a parent, one or more teachers, and a school administrator, the facilities checklist, school records) as well as from the field management system (FMS).

The first grade child catalog contains one record for each of the 17,487 responding students in fall- and spring-first grade. (There were 5,424 responding students in fall-first grade, 17,324 in spring-first grade, and 17,487 responding students in the combined file for first grade.) First grade school and teacher-level data, including composites, are also stored on the child catalog. The file, named child1p.dat, is stored in the root directory of the CD-ROM as an ASCII file. However, it is strongly recommended that users access the data using the ECB software available on the CD-ROM rather than access the ASCII file directly. Appendix B on the CD ROM contains the record layout for the child catalog.

There is also a school catalog on the file that is from the base year of the study. This is included in order to allow analysis of data in conjunction with the base year file and to provide school data that were not collected again in the first grade (details about these data are provided in section 7.7).

This chapter is divided into nine sections. Sections 7.1 through 7.3 focus on the conventions used in the study and describe identification variables, missing values, and variable names. Section 7.4 provides details about the creation of composite variables on the first grade file. Composites created from the base year data that are made available on the first grade file are also described. Sections 7.5 through 7.7 focus on issues that users may want to know for particular analyses—the relationship among

composites on the child catalog, variables to identify children who changed schools, and merging base year school level data with first grade child level data. Section 7.8 contains tables of the composite variables. Finally, Section 7.9 describes masked variables.

## 7.1 Identification Variables

The first grade data file contains a child identification (ID) variable (CHILDID) that uniquely identifies each record. Teachers on the child records are identified with the ID variable T4_ID; schools are identified by the ID variables S3_ID (fall-first grade) and S4_ID (spring-first grade). The ID variables S1_ID and S2_ID are also included on the file to identify children who changed schools. These school identifiers indicate which school the child attended during each round of data collection, e.g. S3_ID indicates the school the child attended during the fall-first grade data collection. Section 7.6 provides further details on school identifiers.

Each type of respondent (child, parent, regular teacher, special education teacher and school) has a unique ID number. The original school ID number (S_ID) is the base for all the subsequent ID numbers as children, parents, and teachers were sampled from schools during the base year. The school ID number is a four-digit number assigned sequentially to sampled schools. The number has a series of ranges: 0001-1299 for originally sampled schools; 2000 series for new schools added to the sample during the sample freshening process; 3000 series for substitute schools that replaced nonresponding original sample schools; and 4000 through 6000 series for transfer schools, which were assigned during processing at the home office. (See chapter 4 for a complete description of the ECLS-K sample.) There was also a 9000 series of S_ID numbers that referred either to children who did not attend regular school because they were schooled at home or to children for whom information about the current school was not in the ECLS-K database, but it was thought that the parent could be located. All children who fit one of these conditions were assigned 9000 series ID's according to work area numbers (e.g., the S_ID was 9 + the work area number. In work area 101, the S_ID was 9101). There are also several specific 9000 series codes for children who were not located or not followed at the end of a round. The school ID numbers start with 999 for these cases. These are described in section 7.6.

The child ID number (CHILDID) is a concatenation of the school ID where the child was sampled, a three-digit student number and the letter "C." For example, 0001001C is the ID number of the first child sampled in school 0001. The teacher ID number (T4_ID) is a concatenation of the school ID

where the teacher was sampled, the letter "T," and a two-digit teacher number. For example, 0001T01 is the ID number for the first teacher sampled in school 0001. The parent ID number (PARENTID) is linked to the child ID number and is a concatenation of the four digit school ID, the three digit student number, and the letter "P." It is the same number as the child ID with a letter "P" instead of a letter "C" at the end. For example, 0001001P is the ID number of the parent of the first child sampled in school 0001. If twins are sampled, the ID of the first child sampled is used to generate the parent ID. For twins, there will be two child-level records with the same parent ID. Children with the same teacher can be identified by finding all children on the child file with the same teacher ID.

It should be noted that there is a difference in the variable names between the base year and first grade special education teacher IDs. In the base year of the study information from special education teachers was included in a separate file and was not part of the child or teacher catalogs. The ID number for special education teachers in the base year special education file was T_ID. In the first grade file, the special education teacher information is included with the rest of the first grade data, thus ID numbers were needed to distinguish special education teachers from regular education teachers. In the first grade file, T4_ID is used to identify regular education teachers and D4T_ID is used to identify special education teachers.

## 7.2 Missing Values

All variables on these files use a standard scheme for missing values. Codes are used to indicate item nonresponse, legitimate skips, and unit nonresponse.

| | |
|---|---|
| -1 | Not Applicable, including legitimate skips |
| -7 | Refused (a type of item nonresponse) |
| -8 | Don't Know (a type of item nonresponse) |
| -9 | Not Ascertained (a type of item nonresponse) |
| (blank) | System Missing, including unit nonresponse |

The "Not Applicable" code (-1) has two purposes. Its primary purpose is to indicate that a respondent did not answer the question due to skip instructions within the instrument or external reasons that led a respondent not to participate. In the parent interview, where the parent or guardian was a

respondent, a "Not Applicable" is coded for questions that were not asked of the respondent because of a previous answer given. For example, a question about a sibling's age is not asked when the respondent has indicated that the child has no siblings. A "Not Applicable" code is also used in the direct child assessment if a child did not participate in any section due to language or a disability. For the teacher and school files where the instruments are self-administered, a "Not Applicable" is coded for questions that the respondent left blank because the written directions instructed them to skip the question due to a certain response on a previous question.

Another use of the "Not Applicable" code is when it is not known whether a respondent would have answered a question series following a lead question. One example of this use of "Not Applicable" is in the Facility Checklist. There are several skip patterns in this questionnaire that result in the use of "Not Applicable" codes. To illustrate, question 1a (whether a particular facility is available) is a lead question that skips to question 1b (whether a particular facility was observed) if the facility is available. Question 1b is a lead question that skips to question 2 if a facility is observed. A "Not Applicable" for question 1b (whether a particular facility was observed) means that the facility was not available or that the observer failed to answer whether the facility was available. A "Not Applicable" for question 2 (observer rating of the facility) or question 3 (handicap accessibility) means that the specific facility was not available, that the observer did not answer whether it was available, the facility was available but not observed, or that the observer failed to answer whether it was observed. In these cases, the "Not Applicable" code does not simply mean that the facility was not available at the school.

Another example of the use of the "Not Applicable" code is illustrated in the skip pattern link between question 4 (number of portable classrooms) in the Facility Checklist and questions 1a and 1b about whether or not the observer reported available or observed portable classrooms. If an observer failed to answer in question 1a(m) whether portable classrooms were available, the number of portable classrooms in question 4 was coded "Not Applicable." Also, if an observer answered "yes" that there were portable classrooms in question 1a(m) but then did not answer whether he/she observed them in question 1b(m,) question 4 about the number of portable classrooms was also coded as "Not Applicable."

The "Refused" code (-7) indicates that the respondent specifically told the interviewer that he or she would not answer the question. This, along with the "Don't Know" code and the "Not Ascertained" code, indicates item nonresponse. The "Refused" code rarely appears in the school and teacher data because it indicates the respondent specifically wrote something on the questionnaire indicating an unwillingness to answer the question.

The "Don't Know" code (-8) indicates that the respondent specifically told the interviewer that he or she does not know the answer to the question (or in rare cases on the self-administered questionnaires, "I don't know" was written in for the question). For questions where "Don't Know" is one of the options explicitly provided, a "-8" will not be coded for those that choose this option; instead the "Don't Know" response will be coded as indicated in the value label information for that question.

The "Not Ascertained" code (-9) indicates that the respondent left the question blank that he or she should have answered. For the school and teacher self-administered questionnaires, this is the primary code for item nonresponse. For data outside the self-administered questionnaires (e.g., direct assessment scores), a "-9" means that a value was not ascertained or could not be calculated due to nonresponse.

"System Missing" appears as a blank when viewing code book frequencies and in the ASCII data files. System missing codes (blanks) in the first grade files have one of two meanings—either that an entire instrument or assessment is missing due to unit nonresponse or that some questions were not asked in one form of a questionnaire for returning schools but were asked in another form of a questionnaire for new schools (this applies only to the school administrator questionnaire). An example of the first meaning of system missing is a child's parent not participating in the parent interview. In this case, all questions from the parent interview will be blank (system missing). These may be translated to another value when the data are extracted into specific processing packages. For instance, SAS will translate these blanks into periods (".") for numeric variables.

The second meaning of a system missing code occurs only in the school administrator questionnaire. School administrator questionnaires were distributed in spring-kindergarten and spring-first grade. In order to reduce burden on the school administrator, if it was the same school for both time periods (a "returning" school), questions that were not expected to change (e.g., the grade levels included in the school) were not asked again in spring-first grade. However, if the school had not participated in spring-kindergarten (a "new" school), all questions were asked. Those questions that were asked in new schools but not in returning schools appear as system missing in returning schools. Details about which questions were not re-asked in returning schools are provided in section 7.7.

Depending on the research question being addressed, cases with missing values may need to be recoded. Because the missing value codes were used somewhat differently in different instruments, it

is advised that users cross-tabulate all lead questions (e.g., whether the child received child care from a relative) and follow-up questions (e.g., hours of child care from a relative) before proceeding with any recodes or use of the data.

Missing values for composite variables were coded using the same general coding rules as those used for other variables. If a particular composite was inappropriate for a given household—as the variable P4MOMID was for a household with no resident mother—that variable was given a value of "-1" (Not Applicable). In instances where a variable was appropriate, but complete information to construct the composite was not available, the composite was given a value of –9 (Not Ascertained). The "Refused" and "Don't Know" codes were not used for the composites, except in the calculations of the height, weight, and body mass index (BMI) composites for fall-first grade and spring-first grade.[1]

The ECLS-K First Grade Public-Use Data Files are provided on a CD-ROM and are accessible through an ECB that allows data users to view variable frequencies, tag variables for extraction, and create the SAS, SPSS for Windows, or STATA code needed to create an extract each file for analysis. The two data files on the ECB—school and child—are each referred to as a "catalog." Instructions for using the CD-ROM and ECB are provided in chapter 8.

## 7.3 Variable Naming Conventions

Variables were named according to the data source (e.g., parent interview, teacher questionnaire) and the data collection point (i.e., a number is used to indicate in which round of data collection the variable was obtained, as follows: 1 for fall-kindergarten, 2 for spring-kindergarten, 3 for fall-first grade, and 4 for spring-first grade). These variable names are used consistently throughout the catalog. The prefixes listed here are in two categories: (1) first grade variables, and (2) kindergarten year and cross-round variables. In general, variable names start with the following prefixes:

---

[1] Children's height and weight measurements were each taken twice to prevent error and provide an accurate reading. Children's BMI was calculated based on height and weight. The rules for using "Don't Know" and "Not Ascertained" codes for these values was as follows. If both the first and second measurement of height in the child assessment were coded as -8 (Don't Know), then the height composite was coded as -8 (Don't Know). If both the first and second measurements of weight were coded as -8 (Don't Know), the weight composite was coded as -8 (Don't Know). If either the height or weight composites were coded as not ascertained (-9), the BMI composite was coded as not ascertained (-9). If neither the height nor weight composites were coded as not ascertained, and either the height or weight composite was coded as -8 (Don't Know), then the BMI composite was coded as -8 (Don't Know).

**First Grade Variables**

A4          Data collected/derived from spring-first grade teacher questionnaire A

B4          Data collected/derived from spring-first grade teacher questionnaire B

C3          Data/scores collected/derived from fall-first grade direct child assessment and fall-first grade weight variables

C4          Data/scores collected/derived from spring first grade direct child assessment and spring-first grade weight variables

D4          Data collected from spring-first grade special education teacher questionnaire A

E4          Data collected from spring-first grade special education teacher questionnaire B

F3          Data from fall-first grade FMS

F4          Data from spring-first grade FMS

IF          Imputation flags

K4          Data collected/derived from spring-first grade school facility checklist

P3          Data/scores collected/derived from fall-first grade parent interview

P4          Data/scores collected/derived from spring-first grade parent interview

R3          Derived child demographic or child status variables for fall-first grade

R4          Derived child demographic or child status variables for spring-first grade

S4          Data collected/derived from spring-first grade school administrator questionnaire

T4          Data/scores collected/derived from spring-first grade teacher questionnaire C

U4          Data collected/derived from spring-first grade student record abstract

W1          First grade (cross-round) parent composite variables

**Kindergarten and Cross-round Variables**

C23C        Child-level panel weight variable from spring-kindergarten and fall-first grade

C123C       Child-level panel weight variable from fall-kindergarten, spring-kindergarten, and fall-first grade

C24C      Child-level panel weight variable from spring-kindergarten and spring-first grade

C34C      Child-level panel weight variable from fall-first grade and spring-first grade

C124C      Child-level panel weight variable from fall-kindergarten, spring-kindergarten, and spring-first grade

C1_4C      Child-level panel weight variable from fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade

C23P      Child-level panel weights for parent data from spring-kindergarten and fall-first grade

C123P      Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, and fall-first grade (see chapter 9 for details)

C24P      Child-level panel weights for parent data from spring-kindergarten and spring-first grade

C34P      Child-level panel weights for parent data from fall-first grade and spring-first grade

C124P      Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, and spring-first grade (see chapter 9 for details)

C1_4P      Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade

F2      Data from spring-kindergarten FMS

HS      Head Start variables from fall-kindergarten

K2      Data from spring-kindergarten facilities checklist

P2      Data/scores collected/derived from spring-kindergarten parent interview

S2      Data collected/derived from spring-kindergarten school administrator questionnaire

U2      Data collected/derived from spring-kindergarten student record abstract

WK      Base year parent composite variables

Y2COM      Child-level panel weight that is nonzero for children whose C124W0 is nonzero and the base year combined weight BYCOMW0 is nonzero and whose parent completed the FSQ block in the parent questionnaire or whose teacher completed the TQB in the teacher questionnaire in the spring of first grade.

A few exceptions that do not follow the previously mentioned prefix convention are as follows:

- The identifiers CHILDID, PARENTID, T4_ID, S1_ID, S2_ID, S3_ID, and S4_ID.

- Some composite variables. In general, all composites derived from a given source maintain the same prefix as the source. Some composite variables, however, combined information across data collection points and/or several sources and are not associated with any prefixes. Derived child demographic variables, gender, race-ethnicity, and date of birth were created from the best source of data and are named GENDER, RACE, DOBMM, DOBDD, and DOBYY. Other such derived variables include R4R3SCHG, R4R2SCHG, and R4R2TCHG. These variables indicate change in school and teacher between the rounds indicated in the prefix (e.g., "R4R2" indicates a change between spring-first grade and spring-kindergarten). Sources and other details for these and all other composite variables can be found in tables 7-13 (fall-first grade composite variables) and 7-14 (spring-first grade composite variables).

## 7.4    Composite Variables

To facilitate analysis of the survey data, composite variables were created and added to the child data file. Most composite variables were created using two or more variables, each of which is named in the text that explains the composite variable. Other composite variables are recodes of single variables. Variables based on the child assessment include height, weight, and BMI. Variables based on the teacher data include class type (e.g., AM, PM, or all-day kindergarten class, or nonkindergarten class), teacher age, and student grade level. Variables constructed from the school data include the percentage of minority students, school type, and school instructional level. Variables constructed from the parent interview data include parent identifiers, parent demographics, household composition, household income and poverty, child care, and child demographics. Certain composites were created using data from the Field Management System (FMS).

Tables 7-13 and 7-14 list all the composite variables for fall-first grade and spring-first grade, respectively. Although there were far fewer composites in fall-first grade than in spring-first grade, the general order of both tables is the same (with some areas relevant only to spring-first grade.) All basic child demographic items are listed first. Child care variables follow the demographics and then household composition. For spring-first grade, imputed variables are listed next, then demographics for parents (resident father and mother characteristics are followed by characteristics of nonresident biological

parents and nonresident adoptive parents). Teacher, classroom, and school variables are listed last. Once the user identifies the composites of interest, he or she can refer to table 8-8 for instructions on accessing the variables from the ECB.

**7.4.1**      **Child Composite Variables**

There are many child-level composite variables on the child catalog. Tables 7-13 and 7-14 describe all of the composites. Some of the composites are described in further detail here.

**Child's Age at Assessment (R3_AGE and R4_AGE)**

The child's age was calculated by determining the number of days between the date when the child completed the ECLS-K direct child assessment (e.g., the spring-first grade source variables were C4ASMTMM, C4ASMTDD, C4ASMTYY) and the child's date of birth (DOBMO, DOBDA, DOBYR). The total number of days was then divided by 30 to calculate the age in months. The child assessment date was tested for the appropriate range (September to November 1999 for round 3; March to July 2000 for spring-first grade). If the assessment date fell outside these ranges, the modal assessment date for the child's school was used.

**Gender (GENDER)**

The gender composite was derived using the gender indicated in the parent interview (CHILDGEN) and, if it was missing, the FMS. (The composite for GENDER is on the file but not the source variable, CHILDGEN.) Gender was only asked in the fall and spring of first grade if the household was new to the study. For most of the cases the data were collected in the base year.

**Child's Date of Birth (DOBYY, DOBMM, and DOBDD)**

The child date of birth composites were created using parent interview data (CHILDDOB) and, in cases in which the parent interview data did not exist or were outside of the criteria for inclusion,

using the FMS data. If the date of birth given was before June 1, 1990, or after March 31, 1995, the data were excluded. This composite was updated from the base year, with data collected from households that were new to the study in the fall and spring of first grade.

### Race-Ethnicity (W1AMERIN, W1ASIAN, W1PACISL, W1BLACK, W1WHITE, W1HISP, W1MT1RAC, W1RACETH, and RACE)

The composites for the child's race-ethnicity are presented in the ECLS-K files in three ways—(1) as dichotomous variables for each race-ethnicity category (W1AMERIN, W1ASIAN, W1PACISL W1BLACK, W1WHITE, W1HISP, W1MT1RAC); (2) as a single race-ethnicity composite taken from the parent interview data (W1RACETH); and (3) as a race-ethnicity composite taken from both the parent data and the FMS, if the parent data were missing (RACE). If the child's race-ethnicity information was available from a prior data collection, this value was used and copied forward. If the data were missing for a child in the kindergarten year, they were collected in first grade.

Respondents were allowed to indicate that they belonged to more than one of the five race categories (white, black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander). From these responses, a series of five dichotomous race variables were created that indicated separately whether the respondent belonged to each of the five specified race groups. In addition, one more dichotomous variable was created for those who had simply indicated that they were multiracial without specifying a race (e.g., biracial). The retention of the dichotomous variables on the file allows users to create different composites as needed.

Data were collected on ethnicity as well. Respondents were asked if they were Hispanic or not. Using the six race dichotomous variables and the Hispanic ethnicity variable (P4HSP_1 to P4HSP_25, depending on household size), the race-ethnicity composite variables (W1RACETH and RACE) were created. The categories were: white, non-Hispanic; black or African American, non-Hispanic; Hispanic, race specified; Hispanic, no race specified; Asian; Native Hawaiian or other Pacific Islander; American Indian or Alaska Native, and more than one race specified, non-Hispanic. The child composites W1RACETH (race-ethnicity) and RACE (race-ethnicity) both share these categories; however, FMS data were used to fill in missing parent report data for the variable RACE and only parent report data were used for the variable W1RACETH. A child was classified as Hispanic if a respondent

indicated the child's ethnicity was Hispanic regardless of whether a race was identified and what that race was.

It should be noted that there were additional race and ethnicity data collected for children in the spring of first grade. These questions ask whether the child is a member of a Spanish/Hispanic/Latino group, and if so, what group (FSQ.210 and FSQ.215); if the child is a member of an Asian group, and if so, what group (FSQ.220 and FSQ.225); and if the child is a member of a Pacific Islander group, and if so, what group (FSQ.230 and FSQ.235). These variables are available to users to make race and ethnicity distinctions, but they were not incorporated into the composite variables.

### Child's Height (C3HEIGHT and C4HEIGHT)

Children's height was measured twice at each data collection point. For each height composite (C3HEIGHT and C4HEIGHT), if the two height values from the instrument (e.g., C4HGT1 and C4HGT2 for spring-first grade) were less than two inches apart, the average of the two height values was computed and used as the composite value. Otherwise, the value that was closest to 45.5 inches (the median height for six-year-olds as developed by the National Center for Health Statistics (NCHS) in collaboration with the National Center for Chronic Disease Prevention and Health Prevention [NCCDPHP]) was used as the composite value.

### Child's Weight (C3WEIGHT and C4WEIGHT)

Children's weight was also measured twice at each data collection point. For each weight composite (C3WEIGHT and C4WEIGHT), if the two weight values from the instrument (e.g., C4WGT1 and C4WGT2 for spring-first grade) were less than five pounds apart, the average of the two values was computed and used as the composite value. Otherwise, the value that was closest to 45.5 pounds (the average weight for six-year-olds as developed by NCHS in collaboration with the NCCDPHP) was used as the composite value.

**Child's Body Mass Index (BMI) (C3BMI and C4BMI)**

Composite BMI (C3BMI and C4BMI) was calculated by multiplying the composite weight in pounds by 703.0696261393 and dividing by the square of the child's composite height in inches.

**Child's Disability Status (P4DISABL)**

A composite variable was created to indicate whether a child had a disability that was diagnosed by a professional. Questions in the parent interview about disabilities in spring-first grade asked about the child's ability to pay attention and learn, overall activity level, ability to communicate, difficulty hearing and understanding speech, and eyesight. (In fall-kindergarten, parents were also asked about their children's coordination in using their arms or legs and diagnosis of problems with use of limbs. These questions were not included in spring-first grade, thus the composite variable is slightly different than the kindergarten version.) For each disability, a question was asked about whether a diagnosis of a problem was obtained by a professional (CHQ050, CHQ110, CHQ170, CHQ210, CHQ300). A question was also asked about receipt of therapy services or participation in a program for children with disabilities (CHQ340).

The composite variable P4DISABL was coded 1 (Yes) if any of the source variables about diagnosis or therapy services were coded 1 (Yes) (CHQ050, CHQ110, CHQ170, CHQ210, CHQ300, CHQ340). This was done even if data for some of the source variables were missing. If data for all the source variables were missing, the composite was coded -9 (Not Ascertained). Otherwise, P4DISABL was coded 2 to indicate no reported disability.

**Nonparental Care (P3CARNOW and P4CARNOW)**

There are several composite variables on the file that can be used to describe children's child care arrangements based on information from the parent interview. Two of these (P3CARNOW and P4CARNOW) describe whether the child had any type of nonparental care during the reference period. The variables P3CARNOW and P4CARNOW were created similarly; however, P3CARNOW refers to any regular nonparental care during the summer before first grade and P4CARNOW refers to any nonparental care during spring-first grade. The creation of P4CARNOW was as follows (item references

are only to spring-first grade for brevity, but the logic is the same for both variables). If the child was receiving care from a relative (CCQ010), a nonrelative (CCQ150), or a day care center or before or after school program at a school or in a center (CCQ260), P4CARNOW was equal to 1 (Yes). Otherwise, if any of the three variables was unknown, P4CARNOW was coded as -9 (Not Ascertained). If the respondent indicated that the child was not currently receiving any of the three types of care (CCQ010, CCQ150, and CCQ120 all equal 2 [No]), P4CARNOW was coded as 2 (No).

### Hours per Week in Child Care (P3HRSNOW and P4HRSNOW)

Another set of child care composites indicates the number of hours per week the child spent in child care. The variable P3HRSNOW indicates the total number of hours per week spent in all primary, nonparental child care the summer before first grade, and P4HRSNOW indicates the total number of hours per week the focal child spent in care during spring-first grade. The variable combines hours in child care arrangements in which the child spent the most time with hours from additional regular child care arrangements. It was coded as follows (item references are to spring-first grade). If the relevant child care receipt variables for relative, nonrelative, and center-based care (CCQ010, CCQ150, or CCQ260) were equal to 2 (No Receipt), or if the indicator for regular receipt of that type of care (CCQ080, CCQ180, and CCQ340) was equal to 2 (No Regular Receipt), the number of hours for that type of care was coded to 0. If the receipt variables or regular receipt of care variables were refused or unknown, then the number of hours for that type of care was coded as -9 (Not Ascertained). Also, if the regular receipt variable was coded as 1 (Yes), but the hours given was refused or unknown, then the number of hours for that type of care was coded as -9 (Not Ascertained). Otherwise, if the indicator for regular receipt of care was equal to 1 (Yes), and the hours given were greater than or equal to 0, then the number of hours for that type of care was coded as the number of hours given.

The composites also include hours spent with additional regularly scheduled providers of care of the same type. This was done to include child care arrangements such as those in which two different relatives cared for the child on a regular basis or two different child care programs were attended. For each type of care, if the care receipt variables indicated no care of that type, or if the number of providers of that type of care (questions CCQ060, CCQ165, and CCQ325 indicated number of regular providers of each type), was equal to 1, then additional hours were coded to 0. Otherwise, if the number of providers or the number of additional hours (questions CCQ140, CCQ250, and CCQ403 indicated number of hours spent with additional providers) was refused or unknown, then the number of additional

hours was coded as -9 (Not Ascertained). Also, if the child did not have a regular weekly schedule for the main provider of a given type—and thus hours for that provider were not elicited—but the respondent gave hours for the secondary provider of a given type, these hours were not included in the composite. Otherwise the number of additional hours was coded to equal the appropriate number of additional hours variables in the instrument (CCQ140, CCQ250, or CCQ403).

This process was followed three times, once each for relative care, nonrelative care, and center-based care. If any of the three primary caregiver hour variables was missing then the total number of hours was coded as -9 (Not Ascertained). Otherwise the total number of hours in regularly scheduled child care was coded as the sum of the six hour variables.

It should be noted that while P3HRSNOW and P4HRSNOW were created almost identically to the same composite variable in kindergarten (P1HRSNOW), there was one difference. In kindergarten, questions were asked about whether the child was ever in a particular type of care. If not, P1HRSNOW was set to 0. Because questions about the child having ever been in a particular type of care were not included in first grade, they were not part of the composite variable definition for the first grade variables.

**Number of Child Care Arrangements (P3NUMNOW and P4NUMNOW)**

Two other composite variables were used to indicate the total number of all types of care arrangements the focal child had on a regular basis during the summer before first grade (P3NUMNOW) and during spring-first grade (P4NUMNOW). The variables were created as follows (item references are to spring-first grade). If any of the child care receipt variables for relative, nonrelative, or center-based care (CCQ010, CCQ150, or CCQ260) was refused, unknown, or missing then P4NUMNOW was coded as -9 (Not Ascertained). If any of the care receipt variables was equal to 1 (Yes), but its corresponding number of arrangements variable (CCQ060, CCQ165, and CCQ325) was refused, unknown, or missing, then P4NUMNOW was again coded as -9 (Not Ascertained). Otherwise, the number of arrangements indicated in CCQ060, CCQ165, and CCQ325 were summed to obtain the total number of current child care arrangements.

## Primary Nonparental Child Care Arrangement (P3PRIMNW and P4PRIMNW)

Composite variables were also created to indicate the primary, nonparental child care arrangement in which the child spent the most hours per week during the summer before first grade (P3PRIMNW) and during spring-first grade (P4PRIMNW). The values for this variable are as follows:

- 0=No nonparental care,

- 1=Relative care in child's home,

- 2=Relative care in another home

- 3=Nonrelative care in child's home,

- 4=Nonrelative care in another home

- 5=Center-based program

- 6=Two or more programs

- 7=Location of care varies

To obtain the composite (item references are to spring-first grade), hours were compared for relative care in child's home (CCQ090) or in other home (CCQ070); nonrelative care in child's home (CCQ190) or in other home (CCQ170); and center/program care (CCQ355). First, the composite P4HRSNW, described earlier, was used to code individuals missing current hours of care (P4HRSNW=-9) or with no hours of nonparental care (P4HRSNW=0). Those with missing hours of care were coded as -9 (Not Ascertained); those with no hours of care were coded as 0.

For the remaining cases, if the number of hours of either relative or nonrelative care (given in CCQ090 and CCQ190) were higher than all other hours of care, the variable indicating location of care for that type was examined using instrument items CCQ070 and CCQ170. If location of care was missing, then P4PRIMNW was coded as -9 (Not Ascertained); if P4PRIMNW was not missing, then P4PRIMNW was coded 1, 2, 3, or 4, depending on the type (relative/nonrelative) and location (child's home/other home) of care. Otherwise, if the number of hours of care in center-based programs (CCQ355) was higher than for relative or nonrelative care, then P4PRIMNW was coded as 5. If the number of hours of care was equal for two or more types of care, P4PRIMNW was coded as 6. P4PRIMNW was coded as 7 if the location of care varied between the two homes.

**7.4.2    Family and Household Composite Variables**

Many composites were created to capture information about the sampled children's family and household characteristics. Several of these are described below. All of the family and household composites are listed and described in tables 7-13 and 7-14.

**Number of Siblings (P4NUBSIBS)**

The composite P4NUMSIBS indicates the total number of siblings (full/step/adoptive or foster) with whom the child lived in the household (FSQ160 and FSQ170). Siblings were identified through the respondents' stated relation of the sibling to the focal child. In addition, any child that was reported to be a child of the focal child's parent/guardian was considered a sibling of the focal child.

**Parent and Household Members' Age (P4LESS18, P4OVER18, P4HDAGE, and P4HMAGE)**

There are several composite variables on the file that refer to the ages of adults and children in the household. These are P4LESS18 (total number of people in the household under age 18, including focal child, siblings, and other children), P4OVER18 (total number of people in the household age 18 or older, siblings, and other children), P4HDAGE (age of resident father), and P4HMAGE (age of resident mother). The ages of these persons in the household were collected during the fall of kindergarten in the household matrix. However, in the spring of kindergarten and the fall and spring of first grade, age was not updated for household members who were previously in the household. In the first grade, for the composites (P4LESS18, P4OVER18, P4HDAGE, and P4HMAGE), 1 year was added to the age of each person who had been in the household in fall-kindergarten or spring-kindergarten. There were no changes to the ages of those who entered the household in fall-first grade or spring-first grade.

## Socioeconomic Status and Poverty

Socioeconomic status (SES) was computed at the household level using data for the set of parents who completed the parent interview in fall-first grade or spring-first grade. The SES variable reflects the socioeconomic status of the household at the time of data collection for spring-first grade (spring 2000). The components used to create the SES were as follows:

- Father/male guardian's education;

- Mother/female guardian's education;

- Father/male guardian's occupation;

- Mother/female guardian's occupation; and

- Household income.

Occupation was recoded to reflect the average of the 1989 General Social Survey (GSS) prestige score[2] of the occupation. It was computed by averaging the corresponding prestige score of the 1980 Census occupational category codes covered by the ECLS-K occupation. Table 7-14 provides details on the prestige score values (W1DADSCR, W1MOMSCR).

The variables were collected as follows:

1.  **Income.** The information about income was collected in spring-first grade. As a result, income is missing for all households with parents who did not participate in the survey in spring-first grade. Broad-range and detailed-range income questions were asked of all participants. The broad range classifies household income as $25,000 and less per year, or as greater than $25,000. The detailed range classifies household income as shown in table 7-1:

---

[2] Nakao, K., and Treas, J. (1992). *The 1989 Socioeconomic Index of Occupations: Construction from the 1989 Occupational Prestige Scores: General Social Security Methodological Report No. 74. Chicago: NORC.*

Table 7-1.—Levels of the detailed income range

| Detailed income range | Total household income |
|---|---|
| 1 | $5,000 or less |
| 2 | $5,001 to $10,000 |
| 3 | $10,001 to $15,000 |
| 4 | $15,001 to $20,000 |
| 5 | $20,001 to $25,000 |
| 6 | $25,001 to $30,000 |
| 7 | $30,001 to $35,000 |
| 8 | $35,001 to $40,000 |
| 9 | $40,001 to $50,000 |
| 10 | $50,001 to $75,000 |
| 11 | $75,001 to $100,000 |
| 12 | $100,000 to $200,000 |
| 13 | $200,001 or more |

Households that were determined to meet the size and income criteria related to poverty shown in table 7-2 were asked to report income to the nearest $1,000. (We call this exact income for simplicity.)

2.   **Parent's education.** The information about parent's education was collected in spring-first grade. Any household not interviewed in the base year had this information collected in fall-first grade as well if it was part of the fall-first grade subsample.

3.   **Parent's occupation.** The information about parent's occupation was collected in spring-first grade only.

Table 7-2.—Households asked to report income to the nearest $1,000

| Household size | Total household income |
|---|---|
| Two to three | $15,000 or less |
| Four to five | $20,000 or less |
| Six to seven | $25,000 or less |
| Eight | $30,000 or less |
| Nine | $35,000 or less |

Because not all parents responded or responded to all of the questions, there were missing values for some of the components of the SES composite variable, but only a small percentage of values for the education, occupation, broad income range, and detailed income range variables were missing. A fraction of respondents were asked to report exact income, but the amount of missing data for this subset of participating households was considerable (see table 7-3).

Table 7-3.—Missing data for socioeconomic status source variables

| Variable | Number missing | Percent |
|---|---|---|
| Mother's education | 886 | 5.6 |
| Father's education | 1,309 | 8.3 |
| Mother's occupation | 621 | 3.9 |
| Father's occupation | 556 | 3.5 |
| Detailed income range | 1,672 | 10.5 |
| Exact Household income | 1,076 | 33.0[*] |

* The denominator is the number of households identified to report income to nearest $1,000

A two-stage procedure was used to impute missing values of each component of the SES composite variable. First, if a parent interview had been conducted in fall-first grade or kindergarten, missing values for the spring-first grade education, occupation, and detailed income range variables were filled in with previous round values. The rationale for using this approach was that the best source of data for an individual or a household was the data from the previous year. Thus using data from a previous round was the first method of imputing these items.

This first imputation stage was implemented as follows:

1. Education level was brought forward from the most recent previous round. This was done only if the same person was the parent figure both in spring-first grade and in the earlier round.

2. Occupation was brought forward only if the individual was in the labor force (i.e. was working at a paid job, on vacation from a paid job, or looking for a job). It was also required that the same person be the parent figure both in spring-first grade and in the earlier round. NOTE: Prestige scores were not assigned to individuals unless they were in the labor force, regardless of whether they reported an occupation

3. Detailed income category data were brought forward from the base year.

Second, data still missing after this initial step were imputed using a hot deck methodology. In hot deck imputation, the value reported by a respondent for a particular item is assigned or "donated" to a "similar" person who failed to respond to that question. Auxiliary information known for both donors and nonrespondents is used to form groups of persons having similar characteristics. These groups of similar respondents and nonrespondents are called "imputation cells." The imputed value for a case with a missing value is taken from a randomly selected donor among the respondents within the cell.

Imputation cells were defined by respondent characteristics that were the best predictors of the variables to be imputed. These relationships had been determined previously by CHAID (Chi-squared Automatic Interaction Detector) analyses of the base year data. Missing values for the education, occupation, and detailed income range variables were imputed by the hot deck method for all households. In addition, an exact income value was imputed for households that met the size and income criteria presented in table 7-2. Because there were too few donors in seven imputation cells, it was impossible to impute exact household income by the hot deck method for 129 records. Instead, the midpoint of the detailed income range was imputed for these cases. Hot deck imputation was done in a sequential order, separately, by type of household (female single parent, male single parent, and both parents present). For households with both parents present, the mother's and father's variables were imputed separately. The new imputed values were used in the creation of the imputation cells if these values had been already imputed. If this was not the case, an "unknown" or missing category was created. As a rule, no imputed value was used as a donor. In addition, the same donor was not used more than two times. The order of hot deck imputation for all the variables was from the lowest percent missing to the highest, after filling in missing values with data from previous rounds.

Occupation imputation involved two steps. First, the labor force status of the parent was imputed (i.e., whether the parent was employed). Then the parent's occupation was imputed only for those parents whose status was identified as employed either through the parent interview or the first imputation step. Likewise, detailed income range was imputed, then household size and detailed income range were used to determine whether exact household income would be imputed. The detailed income range was imputed in two steps: first for cases where the broad income range was known, and second for cases where it was unknown. For households meeting the size and income criteria presented in table 7-2, the variable for income was imputed last.

For households where both parents were present, the order of hot deck imputation was:

- Mother's education;

- Father's labor force status;

- Father's occupation, if the father was employed or imputed as employed;

- Mother's labor force status;

- Mother's occupation, if the mother was employed or imputed as employed;

- Father's education;

- Detailed income range, where the broad income range was known;

- Detailed income range, where the broad income range was unknown; and

- Exact household income value for households meeting the size and income criteria.

At this point, all of the missing values had been imputed. However an exact income value was still required to construct the SES composite for households that did not meet the size and income criteria for poverty. The midpoint of the detailed income range was assigned for this purpose to households at income levels of $50,000 or less. To derive the midpoint for higher income levels, households were ranked by kindergarten year exact income within the levels of the first-grade year detailed income range. The four upper levels of the detailed range were subdivided according to the quantiles of the exact income. The divisions were at the 33rd and 67th percentiles for levels of $50,001 to $75,000 and $75,001 to $100,000; they were at the 25th, 50th, and 75th percentiles for levels of $100,001 to $200,000 and $200,001 or more.

The log of exact household income was used to construct the SES composite. This value does not vary widely within the levels of the detailed income range, so the midpoint was a reasonable choice for constructing the SES composite. It was used only for this purpose and was not retained in the data file after the SES composite was computed.

All missing values of the SES components were imputed by the process described above. Tables 7-4 through 7-7 summarize the results. To assist in interpreting the tables, each number in the top half of table 7-5 is described here. The numbers in this part of the table refer to the imputation of mother's occupation, for which 621 records had missing values. As explained earlier, imputation of occupation and

household income was dependent on labor force status and detailed income range, respectively, which had also been imputed. The 621 records were resolved as follows:

- For 116 cases where occupation was missing, it was known that the mother was not in the labor force, that is, it was reported that she had not worked during the previous week, was not on vacation, or was not looking for work. Thus, occupation was inapplicable.

- For 105 cases where occupation was missing, labor force status was unknown and "not in the labor force" was filled in using data from previous rounds.

- For 24 cases where occupation was missing and labor force status was unknown, "not in the labor force" was imputed by hot deck.

- For 55 cases where occupation was missing and it was known that the mother was in the labor force, occupation was filled in using data from previous rounds.

- For 61 cases where occupation was missing and it was known that the mother was in the labor force, occupation was imputed by hot deck.

- For 192 cases where occupation was missing, "in the labor force" had been filled in using data from previous rounds and occupation was imputed by hot deck.

- Finally, for 68 cases where occupation was missing and "in the labor force" had been imputed by hot deck, occupation was imputed by hot deck.

The other tables of imputed variables describe similar processes for resolving cases.

Table 7-4.—Imputed education variables

| SES component | Total missing | Number of values filled from previous rounds | Number of values imputed by hot deck | Number of cases resolved |
|---|---|---|---|---|
| Mother's education | 886 | 512 | 374 | 886 |
| Father's education | 1,309 | 466 | 843 | 1,309 |

Table 7-5.—Imputed occupation variables

| SES component | Number of values known | Number of values filled from previous rounds | Number of values imputed by hot deck | Number of cases resolved |
|---|---|---|---|---|
| Mother's occupation | | Labor force status | | |
| Not in labor force | 116[*] | 105 | 24 | 245 |
| Filled from prev rounds | 55 | | | 55 |
| Hot deck imputed | 61 | 192 | 68 | 321 |
| Total missing | | | | 621 |
| Father's occupation | | Labor force status | | |
| Not in labor force | 74[*] | 22 | 13 | 109 |
| Filled from prev rounds | 122 | | | 122 |
| Hot deck imputed | 77 | 166 | 82 | 325 |
| Total missing | | | | 556 |

[*] Occupation was not imputed if "not in labor force" was known

Table 7-6.—Imputed detailed income range

| SES component | Total missing | Number of values filled from previous rounds | Number of values imputed by hot deck | | Number of cases resolved |
|---|---|---|---|---|---|
| | | | Broad income range | | |
| | | | known | unknown | |
| Detailed income range | 1,672 | 1,593 | 23 | 56 | 1,672 |

Table 7-7.—Imputed exact household income value

| SES component | Number of values known | Number of values filled from previous rounds | Number of values imputed by hot deck | Number of cases resolved |
|---|---|---|---|---|
| Exact hh income value | | Detailed income range | | |
| Hot deck imputed | 379 | 536 | 32 | 947 |
| [*]Assigned midpoint | 76 | 53 | | 129 |
| Total missing | | | | 1,076 |

* No donors could be found for these records; the midpoint of the detailed income range was assigned

Once the components of the SES variable were imputed, their corresponding *z*-scores or normalized values were computed. The expression of *z*-score $z_{hi}$ for the *h*-th component in the *i*-th household is

$$z_{hi} = \frac{x_{hi} - \bar{x}_w}{se(\bar{x}_w)},$$

where

$x_{hi}$   is   the value of the *h*-th SES component for the *i*-th household;
$w_i$   is   the base weight for the *i*-th record;
$\bar{x}_w$   is   the weighted mean of $x_{hi}$; and
$se(\bar{x}_w)$   is   the standard error of $\bar{x}_w$.

Thus, each component was converted to a *z*-score with mean of 0 and a standard deviation of one. For income, the component $x_i$ is the logarithm of the income for *i*-th household. The logarithm of income was used because the distribution of the logarithm of income is less skewed than the direct income values. The SES value for the *i*-th household was then computed as

$$SES_i = \frac{\sum_{h=1}^{m_i} z_{hi}}{m_i},$$

where $m_i$ is number of nonmissing SES components for the *i*-th household. W1SESL is the continuous variable for the SES composite that ranges from –2.96 to 2.88. As described, the SES composite is the average of up to five measures, each of which was standardized to have a mean of 0 and a standard deviation of 1, hence the negative valves. For analyses that require a continuous SES measure, such as multivariate regressions, W1SESL is the variable to use. A categorical SES variable (W1SESQ5) was created that contains the quintile for the value of the composite SES for the child. Quintile 1 represents the lowest SES category and quintile 5 represents the highest SES category. The quintiles were computed at the child level using the spring-first grade parent weights. For categorical analyses, use W1SESQ5 and the parent weight.

Note that for households with only one parent present, not all the components were defined. In these cases, the SES was computed averaging the available components.

The imputed income variable (W1INCOME) was also used to create a household-level poverty variable (W1POVRTY). Income was compared to preliminary census poverty thresholds for 1999, which vary by household size. Table 7-8 shows the broad income categories used in the ECLS-K parent interview for determining whether to ask a more detailed question about income to the nearest 1,000. For comparison, the table also shows weighted poverty thresholds from census.[3] Households whose income fell below the appropriate threshold were classified as poor (see table 7-8). For example, if a household contained two members, and the household income was lower than $11,214, then the household was considered to be below the poverty threshold.

Table 7-8.—ECLS-K and census poverty thresholds for 1999*

| Household size | ECLS-K income categories | Census weighted average thresholds for 1999 |
|---|---|---|
| 2 | Less than or equal to $15,000 | $11,214 |
| 3 | Less than or equal to $15,000 | $13,290 |
| 4 | Less than or equal to $20,000 | $17,029 |
| 5 | Less than or equal to $20,000 | $20,127 |
| 6 | Less than or equal to $25,000 | $22,727 |
| 7 | Less than or equal to $25,000 | $25,912 |
| 8 | Less than or equal to $30,000 | $28,967 |
| 9+ | Less than or equal to $35,000 | $34,417 |

* U.S. Census Bureau, Current Population Survey. http://www.census.gov/hhes/poverty/threshld/thresh99.html.

**Parent Education (W1PARED, W1DADED, and W1MOMED)**

There are three parent education composites on the file. These are W1PARED (the highest level of education for the child's parents or nonparent guardians who reside in the household), W1DADED (father's highest level of education), and W1MOMED (mother's highest level of education). The variables include both parent (birth, adoptive, step, and foster) and nonparent guardians. For example, if the child had no parents but had a guardian, the education of the guardian and his/her spouse were used in the creation of the composites if the guardian was specified as such in the relationship variable or if the guardian was the respondent/respondent spouse and there were no other parent figures in the household.

---

[3] The ECLS-K provides an approximate but not exact measure of poverty. Income category thresholds used in the parent questionnaire are similar but not identical to those from weighted census averages.

In spring-first grade, parent education level was updated from the previous round if it was a household that had already been part of the study. Respondents were asked if they or their corresponding parent figures, if applicable, completed any additional grades of school or received any diplomas or degrees (PEQ.010). If so, PEQ.020 asked what grade the parent completed or what degree was received. If this education level was less than the education level reported in spring-kindergarten, the education level from spring-kindergarten was kept for the composite.

If both parents/guardians resided in the household, W1PARED was the highest value for education level from either the mother/guardian in W1MOMED or the father/guardian in W1DADED. If the household only had one parent or guardian, then W1PARED was equal to either W1MOMED or W1DADED depending on which parent or guardian resided with the child. If the education data for either of the parents was missing it was imputed, and the composite W1PARED was created based on both the reported and imputed data.

**Parent Race-Ethnicity (P4HDASN, P4HDBLK, P4HDIND, P4HDPACI, P4HDWHT, P4HDHISP, P4HDMT1R, P4HMASN, P4HMBLK, P4HMIND, P4HMPACI, P4HMWHT, P4HMHISP, P4HMMT1R, P4HDRACE, and P4HMRACE)**

The composites for race-ethnicity for the parents were calculated in the same way as those for the child, except that there is not a variable that supplements parent reported race-ethnicity with FMS data similar to the variable RACE for children. All data on parent race-ethnicity come from the parent interview. Race-ethnicity for parents is presented in the ECLS-K files in two ways—as dichotomous variables for each race-ethnicity category (for the father/male guardian the variables are P4HDASN, P4HDBLK, P4HDIND, P4HDPACI, P4HDWHT, P4HDHISP, P4HDMT1R, and for the mother/female guardian the variables are P4HMASN, P4HMBLK, P4HMIND, P4HMPACI, P4HMWHT, P4HMHISP, P4HMMT1R), and as a categorical race-ethnicity composite (for the father/male guardian it is P4HDRACE, and for the mother/female guardian it is P4HMRACE).

Respondents were allowed to indicate that they belonged to more than one of the five race categories (white, black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander). From these responses, a series of five dichotomous race variables were created that indicated separately whether the respondent belonged to each of the five specified race groups. In addition one more dichotomous variable was created for those who had simply indicated that they were

multiracial without specifying the race (e.g., biracial). The retention of the dichotomous variables on the file allows users to create different composites as needed.

Parent race-ethnicity is obtained for all parents and spouses of respondent parents. For example, in a family with a birth mother and stepfather the race-ethnicity of both parents would be obtained. However, in a family with a birth mother and the mother's boyfriend, if the mother's boyfriend was not identified as a spouse or partner of the mother, the race-ethnicity of the mother would be obtained but not that of the boyfriend.

### 7.4.3 Teacher Composite Variables

Details about how two of the teacher composites, child grade level and class type, were created are provided here. All of the teacher composites are listed and described in table 7-14.

#### Grade-Level Composite (T4GLVL)

To create the grade-level composite (T4GLVL), four possible sources of information were used: (1) teacher questionnaire part C, for kindergarten (Q16 T4KGRADE for grade level and Q17 T4KTYPCL for morning, full day, etc.) and for first grade (Q17 T4GRADE for grade level); (2) FMS information about grade level; and (3) student record abstract information about grade level (Q19 U4CRGRD), and (4) grade-level information from the special education questionnaire part B (Q24 E4GRADE).

If conflicts existed between these four sources, the grade level indicated by the majority of the nonmissing sources was used for T4GLVL. If equal numbers of sources were in conflict, the data from the teacher questionnaire C (TQC) was given highest priority followed by special education teacher data and then the FMS. Two exceptions were made. First, because the FMS grade-level information did not allow for ungraded classrooms, the FMS information was not considered in any case in which at least one source indicated "ungraded."

The second exception to using the grade level indicated by the majority of data sources involved a consideration of possible respondent error. The variables T4GRADE, T4KGRADE, E4GRADE, and U4CRGRD each offered the following choices to indicate grade level:

Kindergarten................................................. 1
First grade .................................................... 2
This is an ungraded classroom ..................... 3
Second grade................................................ 4

There was a high level of disagreement across data sources on this question, most likely the result of respondents circling "1" to indicate first grade, or "2" to indicate second grade. In these instances, if there were two sources of information, one of which was the FMS, and the FMS and the other source disagreed, the FMS data was used. If, however, there were more than two sources, T4GLVL was determined by that shown by the majority of variables.

**Class Type (A4CLASS)**

This variable (A4CLASS), which is based on data from the spring-first grade teacher questionnaire part A (TQA), indicates whether the TQA data attached to the child's record are for a morning, afternoon, or full-day kindergarten class, or a nonkindergarten class (e.g., first or second grade). In spring-first grade, the categories for A4CLASS changed from those used for the kindergarten versions of this variable because A4CLASS is used to note TQA data for both kindergarten and nonkindergarten children (first and second graders). A4CLASS is defined by the TQA data that are linked to the child's record. For the majority of children, A4CLASS and the child's grade-level values (taken from the grade level composite T4GLVL) match. However, there are a small number of cases for which they do not. For example, a child may have been in a morning kindergarten class, but his teacher filled out only the afternoon section of the TQA instrument. In that case, A4CLASS was set to 'kindergarten afternoon class', and the teacher's afternoon data were linked to that child. If the teacher had not responded to the TQA, the value of the A4CLASS was coded as blank; if the teacher had a TQA with two classes and neither matched the child's class, then the value was coded as -9 (Not Ascertained).

**7.4.4          School and Class Composite Variables**

          Variables on school and class characteristics were constructed from the teacher and school data and the sample frame. Details on how some of the variables were created follow.

          **School Type (S3SCTYP and S4SCTYP)**

          In fall-first grade the information for S3SCTYP was taken from the frame because there was no school administrator interview during that data collection period. In spring-first grade, S4SCTYP was created as follows. For new schools, questions 5 (S4PUBLIC) (whether school is public) and 7 (S4CATHOL, S4OTHREL) (type of private school) from the school administrator questionnaire, along with school sample frame data, were used to create the school type composite variable. If the response to question 5 (Is this a public school?) was "Yes," then S4SCTYP was coded "public." If the response to question 5 was "No," and the response to question 7.a. (S4CATHOL) (Is your school a Catholic school) was "Yes," then the school was coded as "Catholic." If the responses to both questions 5 and 7.a. were "No," and the response to question 7.b. (S4OTHEREL) (Is your school private with another religious affiliation?) was "Yes," then S4KSCTYP was coded as "private, other religious." Otherwise, if the school had a school administrator questionnaire with valid answers to questions 5 and 7, then S4KSCTYP was coded as "private, non-religious."

          For returning schools, the question about school type was not asked again because it was not expected that school type would have changed in a year. For these schools, the school type information was obtained either from the school sample data for originally sampled schools, the spring-kindergarten SAQ information, or the fall first-grade information if the school was part of the subsample in fall-first grade.

          If there was no school administrator questionnaire, then school sample frame data were used to create the composite. If the school administrator information conflicted with the frame data, the school administrator data were used. If school type was "unknown" from both sources of data, the composite was coded as -9 (Not Ascertained). If the child was schooled at home, the composite was coded "Not Applicable."

**Public or Private School (S3PUPRI and S4PUPRI)**

These variables are a less detailed version of school type (with only two categories—public and private) and are derived from the school type composites S3SCTYP and S4SCTYP described earlier. In fall-first grade the information was taken from the frame. In spring-first grade, it was created as follows. If S4SCTYP was 4 (public), then S4PUPRI was coded as public (1). If S4SCTYP was 1-3 (Catholic, other religious, other private) then S4PUPRI was coded as private (2). If S4SCTYP was coded as Not Ascertained (-9), then S4PUPRI was -9 (Not Ascertained). If S4SCTYP was coded "Not Applicable," then S4PUPRI was coded "Not Applicable."

**School and Grade-Level Enrollment (S4ENRLK, S4ENRLF, and S4ENRLS)**

There are three composite enrollment variables on the first grade file: total school enrollment (S4ENRLS), first grade enrollment (S4ENRLF), and kindergarten enrollment (S4ENRLK). Two of these variables were created somewhat differently than the enrollment variables in spring-kindergarten.

Total school enrollment was created in the same way as it was in spring-kindergarten using the total school enrollment variable from the school administrator questionnaire (S4ANUMCH). If this variable was missing, frame data were used. If frame data were also missing, the variable was coded -9 (Not Ascertained). The only change between spring-kindergarten and spring-first grade was that the frame data were updated. The frame data for private schools came from the 1999-2000 Private School Survey (PSS). The latest frame data for public schools came from the 1998-99 Common Core of Data (CCD) public school universe.

Kindergarten and first grade enrollment were calculated from a different source in spring-first grade than in spring-kindergarten. In spring-kindergarten, enrollment variables were based on data from the school administrator questionnaire (variables S4HDCHDN, S4FDCHDN, S4KCCHDN, S4TKCHDN and S4T1CHDN were summed and frame data were used if the variables were missing. In spring-first grade, questions about kindergarten enrollment were not asked so the data were taken from the frames. The same is true for first grade enrollment.

**Percent Minority Students in the School (S4MINOR)**

The composite variable that indicates the percentage of minority students in a school in spring-first grade (S4MINOR) is similar to the composite with the same information in spring-kindergarten (S2MINOR.) However, in spring-first grade, the school administrator questionnaire item that asked about the percent of minority students in the school had different response options than the one used in spring-kindergarten. In spring-kindergarten, the percent of minority students was derived from answers to the school administrator questionnaire by determining the percentage of children who were either of Hispanic or Latino origin (question 14) and the percentage of children who were American Indian or Alaska Native, Asian, black or African American, or Native Hawaiian or Other Pacific Islander (question 15) to create the percent minority composite. In spring-first grade, Hispanicity and race were included in the same question (question 11 for new schools and question 4 for returning schools). The combined race-ethnicity categories were Hispanic, regardless of race; black, not of Hispanic origin; white, not of Hispanic origin; Asian or Pacific Islander; American Indian or Native Alaskan; and other.

In spring-first grade, school administrators were allowed to report their answers as either numbers or percents, whereas in spring-kindergarten they were asked to report answers as percents. Because the composite for the percentage of minority students is reported as a percent, all answers recorded as numbers in spring-first grade were converted to percentages for the composite variable.

A flag for each individual race-ethnicity variable indicates whether the answer was reported as a number or a percent.[4] Because the composite is calculated as a percent, these flags will not be needed by users unless the analyst is interested in examining how answers were reported. If the flags (S4ASNFL, S4HSPFL, S4BLKFL, S4WHTFL, S4INDFL, and S4OTHFL) were equal to 1 for each of the race variables S4PCTASN, S4HISPPCT, S4BLKPCT, S4WHTPCT, S4INDPCT, S4OTHPCT, these 6 race-ethnicity variables were reported by the respondent as percentages. In this case, the five percentages for minorities (all categories but White, not of Hispanic origin) were added together to create the composite (S4PCTASN + S4HISPPCT + S4BLKPCT + S4INDPCT + S4OTHPCT). However, if the flags were equal to 2 for all the race-ethnicity variables, the answers were reported as numbers, and the race-

---

[4] There were also other questions in the school administrator questionnaire that allowed for answers to be recorded as either a number or percent. The flags for these variables are S4ADAFLG (average daily attendance reported as number/percent), S4ASINFL (question about Asian or Pacific Islander teachers reported as number or percent), S4HISPFL (question about Hispanic teachers reported as number or percent), S4BLAKFL (question about black teachers reported as number or percent), S4WHTEFL (question about white teachers reported as number or percent), S4AINDFL (question about American Indian or Native Alaskan teachers reported as number or percent), and S4TOTHFL (question about teachers of other races reported as number or percent). In all cases, the final variables related to these flags are reported as percentages, but the flags indicate how the answers were originally recorded by respondents.

ethnicity percentages were calculated by dividing the sum of numbers in the minority categories by the total enrollment variable S4TOTNUM.

In some cases, the composite could not be obtained from the data because of missing data or errors. If the composite could not be derived from the data,[5] percent minority was obtained from the school sample frame. If there was no value for this on the frame, the composite was coded -9 (Not Ascertained.)

### School Instructional Level (S4SCLVL)

The purpose of this composite is to classify schools based on the highest grade taught in the school. For new schools, question 4 (with grade-level variable names S412TH, S411TH, S4TENTH, S4NINTH, S48TH, S47TH, S4SIXTH, S4FIFTH, S4FOURTH, S4THIRD, S4SECOND, S4GRADE1, S4PRE1, S4KINDER, S4TRANS, and S4PRKNDR) (grade levels included in the school) of the school administrator questionnaire was used to create this composite. The highest grade level circled on the form was determined, and the grade level was classified accordingly. If question 4 was left blank, question 10 (with grade-level variable names S4TWEL12, S4ELEV11, S4TEN10, S4NIN9TH, S4ATE8TH, S4SEV7TH, S4SIX6TH, S4FIF5TH, S4FOR4TH, S4THI3RD, S4SEC2ND, S4FIR2ST, S4PRE1ST, S4FIR2ST, S4PRE1ST, S4KINGAR, S4REDDYN, and S4PREK) from the school administrator questionnaire (grade levels that participate in special programs, if applicable) was used as a proxy for question 4. If the respondent did not answer questions 4 and 10, or there was no school administrator questionnaire, then school sample frame data were used to determine the value for the composite.

---

[5] Recoding rules for data with errors were the following:

1) If answers were reported as numbers and the total number of students was missing, the total from another question about total enrollment (Q3a S4ANUMCH) was used if the difference between the summed total and the reported Q3a total was within a 5 percent confidence interval (95-105 percent).
2) If the method of reporting was mixed (some in numbers, other in percents), the race percentages were -9 filled and the frame was checked for information.
3) If percentages were recorded, with none of the above errors, and the summed total across categories was within +/-5 percent of the reported total, any blanks were recoded to 0.
4) If the summed total was not 95 – 105 percent of the sum reported or not 95 – 105 percent of total enrollment from another question (Q3a S4ANUMCH), the individually reported percentages and numbers were made -9 and the frame was checked for information.
5) If numbers were reported, with none of the above errors, and the summed total across categories were within +/- 5 percent of the reported total, any blanks were recoded to 0. The composite came from the data in this case. If the summed total was outside these boundaries (e.g., the summed total was outside the 10 percent confidence interval) any blanks were filled with -9's and racial percentages were not calculated. In this case, the composite information had to come from the frame if available.

The grade-level questions were among those not asked of school administrators in returning schools in order to reduce the burden on school administrators. The value in spring-kindergarten for school instructional level (S2SCLVL) was copied to the spring-first grade variable (S4SCLVL).

**7.4.5**          **Student Record Abstract and Field Management System Composite Variables**

The composite variables created for the student record abstract data are described below.

**School Year Start and End Dates (U4SCHBDD, U4SCHBMM, U4SCHBYY, U4SCHEDD, U4SCHEMM, and U4SCHEYY)**

Variable names and descriptions of the composites that indicate the school year start and end dates are:

         U4SCHBDD          U4 School Year Starting Date, Day

         U4SCHBMM          U4 School Year Starting Date, Month

         U4SCHBYY          U4 School Year Starting Date, Year

         U4SCHEDD          U4 School Year Ending Date, Day

         U4SCHEMM          U4 School Year Ending Date, Month

         U4SCHEYY          U4 School Year Ending Date, Year

The composites were created for two purposes. The first purpose was to provide one set of school start and end dates for the *whole* school year. They are based on responses to multiple questions in the student record abstract form about the start and end dates for school terms. The number of these responses varied depending on the number of terms at the school. For example, if the school had two semesters, there were generally two sets of dates, one for the beginning and end of each term (e.g., one set indicated the year, month, and day of the start and end of term 1 taken from variables U4YYSTR1, U4MMSTR1, U4DDSTR1, U4YYETR1, U4MMETR1, and U4DDETR1, and the other set indicated the year, month, and day of the start and end of term 2 taken from variables U4YYSTR2, U4MMSTR2, U4DDSTR2, U4YYETR2, U4MMETR2, and U4DDETR2). If the school had trimesters, there were three

sets of dates; if the school had four quarters there were four sets of dates. Some schools also had one term and one set of dates.

The second purpose for creating the composite variables was to assist users in handling inconsistencies in the ways that respondents reported the term dates. In most cases, students in the same school were all indicated to be in schools with the same start and end dates. In some cases, however, there appeared to be errors in the way that the school-level data were recorded on the abstract forms. For example, there were cases in which all but a few of the students in the same school had data indicating the same start and end dates for the school year. Usually, the data in error reflected when the individual student entered or left the school rather than the start and end dates of the school year for that student or was one or two days different from the dates given for other students in the same school. The composites were created by using the school start and end dates that the majority of children in a school had. A slightly different strategy was used for "year-round" schools. This is explained here.

### Year-round Schools (F4YRRND)

This composite was created using data from the FMS. Some children were in year-round schools in which groups of children had different schedules and attended during segments of the year called "tracks." For those schools, the starting date for the school year was the earliest date reported for a track of students. The latest date reported for a track was designated as the end of the school year. The values for the year-round school variable are 1 (Yes) and 2 (No).

### Total Days Absent During School Year (U4ABSN)

A composite was created that indicates the total number of days the child was absent during the school year. It was derived as follows. First, a total was created by summing the number of absences reported by individual term. Second, a total was created based on the sum of the excused and unexcused absences for all applicable terms. The first total was used for the composite if the second total was not available because of missing data. If both totals were available, the first total was used for the composite value if the difference between total one and total two was equal to or less than 10. However, if the first total was 0 but there were data for excused or unexcused absences, the composite was set to -9 (Not

Ascertained). If the difference between the totals was greater than 10, the composite was also set to -9 (Not Ascertained).

**Total Days Tardy During School Year (U4TARD)**

A composite was also created that indicates the total number of days the child was tardy during the school year. It was derived in the same way as the composite for total absences. First, a total was created by summing the number of tardies reported by individual term. Second, a total was created based on the sum of the excused and unexcused tardies for all applicable terms. The first total was used for the composite if the second total was not available because of missing data. If both totals were available, the first total was used for the composite value if the difference between total one and total two was equal to or less than 10. However, if the first total was 0 but there were data for excused or unexcused tardies, the composite was set to -9 (Not Ascertained). If the difference between the totals was greater than 10, the composite was also set to -9 (Not Ascertained).

**Indicator of Whether Child Received Special Education Services (F4SPECS)**

The composite variable F4SPECS indicates whether or not the child received special education services in the spring of first grade, based on the presence or absence of a link to a special education teacher in the FMS in spring-kindergarten. Children were linked to special education teachers in the FMS. The values are 1 if the child received special education services, 2 if the child did not receive special education services, and -9 if the link was missing between the child and his or her teacher in the FMS.

**Indicator of Whether Child Has an Individualized Education Plan (IEP) on Record at School (U4RIEP)**

The variable U4RIEP indicates whether or not the child had an IEP or Individualized Family Service Plan (IFSP) on record at his/her school or another school in the spring of first grade. The values for the variable are 1 (child has an IEP/IFSP on record at his or her school, or at another school) and 2 (child does not have an IEP/IFSP on record at his or her school).

**7.4.6          Base Year (Kindergarten Year) Composites on the First Grade File**

There are several composite variables from the base year of the study that have been made available on the first grade file. These are described here.

The first two composites described below (HSATTEND and HSCHECK) can be used to indicate a child's Head Start attendance. These and other variables about Head Start are described in the ECLS-K Base Year Head Start Restricted-Use User's Manual (NCES 2001-025). Variables about Head Start were collected as part of the Head Start Verification Study. The study was designed to identify children in the ECLS-K sample who attended Head Start the year prior to kindergarten and to verify their attendance through contacts with the Head Start program they attended. Verification of Head Start attendance was needed because both parents and schools tend to overreport Head Start participation, with schools overreporting more than parents.

In the ECLS-K, parent, school, and center reports about Head Start participation were obtained. A Head Start directory (a computer database constructed to contain all Head Start centers in the ECLS-K primary sampling units) was used to confirm parent and school reports of Head Start participation and provide more accurate information for locating and contacting Head Start programs. In addition, Head Start center directors were given questionnaires to confirm a child's participation and in some cases contacted by telephone to confirm enrollment at the center. The study was funded by the Administration on Children, Youth, and Families (ACYF) of the U.S. Department of Health and Human Services.

**Outcome of Head Start Verification (HSATTEND)**

The composite variable HSATTEND is based on reports from centers during the base year of data collection, meaning that the Head Start center returned a questionnaire about the child's Head Start attendance or responded to a telephone contact. The variable was created, in part, from answers to question 1 in the Head Start questionnaire in which the Head Start director was asked to report (a) whether the child attended the program in the 1997-98 program year, (b) whether the child attended, but not in 1997-98, or (c) whether the child had never attended. The variable was also based on respondent comments on questionnaires. Although not asked directly, some respondents volunteered additional information that was relevant to children's classification as Head Start participants (e.g., information that

the center was actually not a Head Start center, a note that the center had both Head Start and non-Head Start programs and the child attended the non-Head Start part of the program, etc.). Finally, the variable made use of information from telephone contacts to centers that were made to determine whether centers were Head Start. The additional information from respondent comments and telephone contacts with centers was used to add categories to the information in question 1.

Most of the categories for HSATTEND are self-explanatory. In addition to categories for nonlocatable centers and center nonresponse (categories 1 and 2), there are categories indicating that the child attended Head Start in 1997-98 (category 3); the child attended Head Start in a year other than 1997-98 (category 4); the child never attended the parent- or school-reported Head Start center (category 5); and that the center was not actually a Head Start center (category 6). There is also a category (category 7) for children who attended a non-Head Start program in 1997-1998 in a center that had both Head Start and non-Head Start programs. This outcome was obtained because children within the same classroom or center were funded by different sources. The non-Head Start parts of these programs were not supported by federal Head Start grants but were funded by other sources, such as state funds for children who are at-risk or have a disability.

### Head Start Center Was Found in Directory (HSCHECK)

The other Head Start composite (HSCHECK) from the base year that is included in the file refers to whether the Head Start Center was found in a directory used during the parent interview. The Head Start directory was used during the parent interview to assist in obtaining accurate information about the Head Start center. As described above, the directory was in the form of a computer database that contained all Head Start centers in the ECLS-K primary sampling units (PSUs). It was designed to help confirm parent and school reports of Head Start participation and to provide more accurate information for locating and contacting Head Start programs. Parents who reported that their child had attended Head Start the year before kindergarten were asked for the name and address of the Head Start center and the name of the center's director.

The values for the composite are 1 (Yes) and 2 (No). A "Yes" answer on this composite variable indicates that the center was found in the directory. A "No" answer means that it was not. The variable can be used to compare the results of using a directory to confirm parent reports as compared to verifying these reports with centers.

**Indicator of Whether Child Received Special Education Services (F2SPECS)**

The composite variable F2SPECS indicates whether or not the child received special education services in the spring of the base year, based on the presence or absence of a link to a special education teacher in the FMS in spring-kindergarten. Children were linked to special education teachers in the FMS. The values are 1 if the child received special education services, 2 if the child did not receive special education services, and -9 if the link was missing between the child and his or her special education teacher in the FMS.

**Indicator of Whether Child has an Individualized Education Plan (IEP) on Record at School (U2RIEP)**

The variable U2RIEP indicates whether or not the child had an IEP or Individualized Family Service Plan (IFSP) on record at his/her school in the spring of the base year, according to information from the student record abstract (U2IEP). The values for the variable are 1 (child has an IEP/IFSP on record at his or her school) and 2 (child does not have an IEP/IFSP on record at his or her school).

It should be noted that this variable is slightly different from the composite in the spring-first grade, U4RIEP. The difference between U4RIEP and U2RIEP is that in spring-first grade respondents could indicate that the child had an IEP/IFSP on record at his/her school *or another school*. Both types of records were counted in value 1 in the composite U4RIEP.

**Food Security Status (P2FSRAW, P2FSSCAL, and P2FSSTAT)**

Food security status of the families in which children reside was assessed based on responses to the 18 food security questions (P2WORRFD through P2NOMONY) in the spring-kindergarten parent interview. The questions measure a wide range of food insecurity and reduced food intake. They are combined into a scale using statistical methods based on the Rasch measurement model. The items and the food security scale based on them have been validated using both ethnographic and statistical methods. Calculations of food security variables were carried out in accordance with the standard methods described in *Guide to Measuring Household Food Security, Revised 2000* (U.S. Department of

Agriculture, Food and Nutrition Service, Alexandria, VA, March 2000.) Analysis of the ECLS-K data using Rasch methods indicated that use of the standard benchmark household scores was appropriate.

P2FSSCAL is the scale score presentation of the food security items. It is an interval-level measure of food insecurity and is appropriate for linear models. This scale score is a Rasch transformation of the raw score (P2FSRAW). Valid values range from 1.4 to 13.0, with higher values indicating more severe food insecurity. Under Rasch-model assumptions, the scale score for families that affirm no items (raw score = 0) is indeterminate. It is less than the lowest measured value (1.4), but its precise value is unknown and may vary substantially among families. P2FSSCAL for such cases is assigned a value of -6. If these cases (a substantial majority of all cases) are included in linear models, appropriate methods must be used to take into account this indeterminacy.

P2FSSTAT is a categorical measure of food security status formed by dividing P2FSSCAL into four ordered categories: food secure, food insecure without hunger, food insecure with hunger (moderate), and food insecure with hunger (severe). P2FSSTAT is appropriate for comparing prevalence rates of food insecurity and hunger across subpopulations and can be used as a categorical variable in associative models. There are few cases in the most severe category, so for most prevalence reporting purposes, the two categories of food insecure with hunger (moderate and severe) should be collapsed and reported as a single category. When interpreting food security statistics, users should remember that food security status is a household-level characteristic. In most households classified as food insecure with hunger, the children in the household were not hungry.

The food security raw score, P2FSRAW, is a count of affirmative responses to the 18 items. This is an ordinal-level measure of food insecurity and is not recommended for use in analysis. Responses to items skipped because of screening are assumed to be negative. Families with no valid responses are coded as missing (-9). This includes families that were not interviewed in 1999 and a few who refused all of the food security questions or broke off the interview before them. Missing item responses of families with one or more valid responses were imputed as negatives (only 0.25 percent of the sample).

**Total Days Absent During School Year (U2ABSN)**

A composites was created that indicates for spring-kindergarten the total number of days the child was absent during the school year. This variable was created from student record abstract data and

was derived in the same way that the variable for spring-first grade (U4ABSN) was created. First, a total was created by summing the number of absences reported by individual term. Second, a total was created based on the sum of the excused and unexcused absences for all applicable terms. The first total was used for the composite if the second total was not available because of missing data. If both totals were available, the first total was used for the composite value if the difference between total one and total two was equal to or less than 10. However, if the first total was 0 but there were data for excused or unexcused absences, the composite was set to -9 (Not Ascertained). Also, if the difference between the totals was greater than 10, the composite was also set to -9 (Not Ascertained).

### Total Days Tardy During School Year (U2TARD)

A composite was also created that indicates for spring-kindergarten the total number of days the child was tardy during the school year. This variable was also created from student record abstract data. It was derived in the same way as the composite for total absences. First, a total was created by summing the number of tardies reported by individual term. Second, a total was created based on the sum of the excused and unexcused tardies for all applicable terms. The first total was used for the composite if the second total was not available because of missing data. If both totals were available, the first total was used for the composite value if the difference between total one and total two was equal to or less than 10. However, if the first total was 0 but there were data for excused or unexcused tardies, the composite was set to -9 (Not Ascertained). Also, if the difference between the totals was greater than 10, the composite was also set to -9 (Not Ascertained).

### 7.4.7    Parent Identifiers and Household Composition

The construction of parent identifiers and the household composition variables from the parent interview data was a two-step process. First, individuals identifying themselves as the child's mother/father were located within the household roster, and the type of their relationship to the child (biological, adoptive, foster, step, partner, or unknown) was established. For households containing more than one father or mother, a hierarchy was used to designate the "current," or residential, parent of each gender. The biological parent, if present, was always the current mother or father. In the absence of a biological parent, the current mother/father designation was given to the adoptive, step, foster/guardian, partner, or "unknown-type" parent. This information, along with household size and presence or absence

of grandparents, siblings, and other relatives was used to construct the household composition variables P4HPARNT, P4HDAD, P4HMOM, and P4HFAMIL and parent type variables P4MOMTYP, and P4DADTYP.

After the actual residential parents were identified and the composite variables were constructed, in any household without a parent, the household respondent (and his or her spouse, if applicable) was assigned as a "parent figure." Parent demographic variables (including age, race-ethnicity, and education) were then constructed for all parents/parent "figures." It should be noted, however, that these parent "figures" were not defined as parents (meaning biological, step-, adoptive, or foster) in the construction of the household composition composite variables described earlier. For example, for P4HFAMIL, composite values are as follows:

- 1=two parents and sibling(s)

- 2=two parents, no siblings

- 3=one parent and sibling(s)

- 4=one parent, no siblings

- 5=other

Parent "figures" were placed in the "other" category for this composite. Likewise, for the composite P4HPARNT, parent "figures" were placed in categories 8 or 9 for related and unrelated guardians, respectively. Similarly, parent "figures" were included in the category 'no resident mother' for P4HMOM and 'no resident father' for P4HDAD.

It also should be noted that because the composite construction identifies only one resident mother or one resident father, same sex parents are not readily identified in the composites themselves. Two approaches can be used to identify these couples. First, the user should search the relationship variables (P3REL_1, P4REL_1, etc.) to identify households in which more than one person identifies himself or herself as a father/mother to the focal child. Second, since not all same-sex partners identify themselves as "mother" or "father" to the focal child, the user should also search for households in which the respondent (identified by P3PER_1, P4PER_1, etc.) is the child's parent and the respondent's spouse (identified from P3SPOUSE, P4SPOUSE) is the same sex as the respondent.

There are two sections in the parent interview that asked parent-figure-specific questions:

- PEQ    Parent education

- EMQ    Employment

Each of these sections may be completed during the parent interview about a different household member but about no more than two household members. Rather than reserve space (mostly unused) for these sections for each of the 17 household members listed in the FSQ section, these sections are repeated two times, with "pointer" or "foreign key" variables that hold the original number of the household member. For instance, if household member #3 is the first person to receive the PEQ section, then the pointer variable P4EDUP1 will hold the value "3," and the actual PEQ variable P4NDEG_1 will hold the education information specified by the value of P4EDUP1. Table 7-9 identifies the pointer variables.

There were some errors in the way in which the pointers worked for education and employment in spring-first grade. There were two different sets of specifications governing the selection of the individuals who would be considered "parents" for the purpose of collecting education and employment information.

The education pointers were governed primarily by the relationship to the focal child. The mother/father was selected from the "relation to focal child" variable (P4REL_1 to P4REL_17, FSQ130) or the respondent and spouse were selected if there was no mother/father in the household. Consequently, any individual with a "mother" or "father" value for FSQ130 was identified as a parent; any individual not identified as a parent in FSQ130 was not recognized as a parent even if the respondent/parent listed that person as a spouse.

Table 7-9.—Pointers to parent figure questions

| Person pointer | | Interview item | |
|---|---|---|---|
| P4EDUP1 | P4 PEQ010-060 HH PERSON POINTER 1 | P4NDEG_1 | P4 PEQ010 PERS 1 COMPLETED NEW DEGREE |
| | | P4DEGT_1 | P4 PEQ020 PERS 1 DEGREE TYPE COMPLETED |
| | | P4ENR_1 | P4 PEQ030 IF PERS 1 ENROLLED IN COURSES |
| | | P4FPT_1 | P4 PEQ040 PERS 1 COURSE FULL/PART TIME |
| | | P4TRN_1 | P4 PEQ050 IF PERS 1 GETS JOB TRAINING |
| | | P4HRTR_1 | P4 PEQ060 PERS 1 HR/WK SPEND ON TRAINING |
| P4EDUP2 | P4 PEQ010-060 HH PERSON POINTER 2 | P4NDEG_2 | P4 PEQ010 PERS 2 COMPLETED NEW DEGREE |
| | | P4DEGT_2 | P4 PEQ020 PERS 2 DEGREE TYPE COMPLETED |
| | | P4ENR_2 | P4 PEQ030 PERS 2 ENROLLED IN COURSES |
| | | P4FPT_2 | P4 PEQ040 PERS 2 COURSE FULL/PART TIME |
| | | P4TRN_2 | PR PEQ050 IF PERS 2 GETS JOB TRAINING |
| | | P4HTR_2 | PR PEQ060 PERS 2 HR/WK SPEND ON TRAINING |
| P4EMPP1 | P4 EMQ020-150 HH PERSON POINTER 1 | P4PAY_1 | P4 EMQ020 PERS 1 HAD PAID JOB LAST WEEK |
| | | P4VAC_1 | P4 EMQ030 IF PERS 1 ON LEAVE PAST WEEK |
| | | P4JOB_1 | P4 EMQ040 PERSON 1 NUMBER OF ALL JOBS |
| | | P4HRS_1 | P4 EMQ050 PERSON 1 HOURS/WK AT ALL JOBS |
| | | P4LOK_1 | P4 EMQ060 PERS 1 SOUGHT JOB LAST 4 WEEKS |
| | | P4DO1_1 | P4 EMQ070 PERS 1 CHKD W/PUB EMPL AGENCY |

Table 7-9.—Pointers to parent figure questions (continued)

| Person pointer | | Interview item | |
|---|---|---|---|
| P4EMPP2 | P4 EMQ020-150 HH PERSON POINTER 2 | P4DO2_1 | P4 EMQ070 PERS 1 CHKD W/PRIV EMP AGENCY |
| | | P4DO3_1 | P4 EMQ070 PERS 1 CHKD W/EMPLOYER DIRECTLY |
| | | P4DO4_1 | P4 EMQ070 PERS 1 CHKD W/FRIENDS & REL |
| | | P4DO5_1 | P4 EMQ070 PERS 1 PLACED OR ANSWERED ADS |
| | | P4DO6_1 | P4 EMQ070 PERS 1 READ WANT ADS |
| | | P4DO7_1 | P4 EMQ070 PERS 1 DID SOMETHING ELSE |
| | | P4DOW_1 | P4 EMQ080 WHAT PERSON 1 DOING LAST WEEK |
| | | P4TAK_1 | P4 EMQ100 PERS 1 JOB AVAILABLE LAST WEEK |
| | | P4OCC_1 | P4 EMQ130-50 1ST PERSON OCCUPATION CODE |
| | | P4PAY_2 | P4 EMQ020 PERS 2 HAD PAID JOB LAST WEEK |
| | | P4VAC_2 | P4 EMQ030 IF PERS 2 ON LEAVE PAST WEEK |
| | | P4JOB_2 | P4 EMQ040 PERSON 2 NUMBER OF ALL JOBS |
| | | P4HRS_2 | P4 EMQ050 PERSON 2 HOURS/WK AT ALL JOBS |
| | | P4LOK_2 | P4 EMQ060 PERS 2 SOUGHT JOB LAST 4 WEEKS |
| | | P4DO1_2 | P4 EMQ070 PERS 2 CHKD W/PUB EMPL AGENCY |
| | | P4DO2_2 | P4 EMQ070 PERS 2 CHKD W/PRIV EMP AGENCY |
| | | P4DO3_2 | P4 EMQ070 PERS 2 CHKD W/EMPLOYER DIRECTLY |
| | | P4DO4_2 | P4 EMQ070 PERS 2 CHKD W/FRIENDS & REL |
| | | P4DO5_2 | P4 EMQ070 PERS 2 PLACED OR ANSWERED ADS |
| | | P4DO6_2 | P4 EMQ070 PERS 2 READ WANT ADS |
| | | P4DO7_2 | P4 EMQ070 PERS 2 DID SOMETHING ELSE |
| | | P4DOW_2 | P4 EMQ080 WHAT PERSON 2 DOING LAST WEEK |
| | | P4TAK_2 | P4 EMQ100 PERS 2 JOB AVAILABLE LAST WEEK |
| | | P4OCC_2 | P4 EMQ130-50 2ND PERSON OCCUPATION CODE |

Conversely, employment pointers were governed primarily by the relationship to the respondent. The respondent and spouse were selected if the respondent was a parent; otherwise the mother/father was selected. As a result, any individual who was listed as a "mother" or "father" in FSQ130, but was not listed as the spouse of the other parent (who is the respondent), was not be recognized as the other parent of the focal child. Whether the parent was still a current member of the household was not checked in the employment section.

The cases that follow are an illustration of the problems encountered with the pointers.

- In case 1, the mother was person 1, and her boyfriend was person 5. Because the mother reported the boyfriend as her spouse, the employment pointers were correctly set to 1 and 5. The education pointer was only set for the mother, since the relationship of her reported spouse to the focal child (as reported in FSQ130) was "partner's boyfriend" rather than "father."

- In case 2, the mother and father were persons 1 and 3 in the prior round but left the household as of spring-first grade. The grandparents (persons 7 and 8) were the new parent figures. Because the logic creating the employment pointers did not check to ensure that the former mother and father figures were still household members, the employment pointers were incorrectly set to 1 and 3. Because the algorithm that created the education pointers checked the household member status of the reported parents, the education pointers were correctly set to 7 and 8.

- In case 3, mother and father were persons 1 and 6. Because the father (who is the respondent) did not report person 1 (the mother) as his spouse, the employment pointer was set only for the father, even though FSQ130 indicated that person 1 was the focal child's mother. Because the education pointers relied on FSQ130 to indicate parent figure status, they were correctly set to 1 and 6.

These problems were handled by setting inappropriate data to missing. As explained in section 7.4.2, missing education and employment values were later imputed.

### 7.4.8    Supplemental Section in the Spring-First Grade Parent Interview

The Supplemental Section (SPQ) section of the parent interview was administered in spring-first grade to parents who had been previous round nonrespondents or who were added as a result of sample "freshening" (see chapter 4 for details on sample freshening). The SPQ was constructed to allow respondents participating for the first time in spring-first grade to provide data for some of the more vital

items from the fall-kindergarten parent interview, rather than respond to the entire fall-kindergarten instrument. Table 7-10 shows the variable names for these items in each round of the study.

The topics covered in the spring first-grade SPQ section included child care in the year before kindergarten, Head Start participation, child health and health services received, marital status of the biological parents at the time of the child's birth, the primary language spoken in the home, country of the child's birth, and receipt of Women, Infants, and Children (WIC) benefits.

Relevant items from the SPQ section were used to construct composites for families new to the survey in spring-first grade. If the family was not new to the study in the spring-first grade, values derived for composites during the kindergarten year were copied forward into the spring-first grade composites. Composites that used the SPQ data included whether the child had child care before kindergarten (WKCAREPK), the primary language other than English spoken in the child's home (W1LANGST), whether the biological mother was married to the biological father at the time of the child's birth (W1MOMAR), and whether the mother worked between the child's birth and the start of kindergarten (W1HEARLY).

A few differences between composites from the kindergarten year of the study and those that are formed in first grade from variables in the SPQ section should be noted. One difference in definition concerns the composite WKCAREPK, which indicates whether the child was in child care with a relative, nonrelative, in Head Start, or in a center-based program the year before entering kindergarten. In fall-kindergarten, the composite variable was based on items within the child care section (CCQ025, 130, 215, or 280) that asked about nonparental care the child received on a regular basis before kindergarten. In spring-first grade, the data about prekindergarten arrangements were based on child care items in the SPQ section (SPQ010, SPQ020, SPQ030, and SPQ040). If the child was reported to be in child care on a regular basis with a relative (SPQ010), a nonrelative (SPQ020), Head Start (SPQ030) or in a day care center, nursery school or preschool (SPQ040) the year before kindergarten (the answer was "yes" to any of these questions), WKCAREPK was equal to 1 (Yes). Otherwise, if any of the four variables was unknown, WKCAREPK was coded as -9 (Not Ascertained). If the respondent indicated that the child had not received any of the four types of care in the year before kindergarten, then WKCAREPK was coded as 2 (No).

In fall-kindergarten, the composite was calculated somewhat differently than it was in spring-first grade because additional questions were used which asked if the child had ever had a

particular type of care. These questions were CCQ120 (ever have nonrelative care), CCQ015 (ever had relative care), CCQ265 (ever had center care), and CCQ210 (ever in Head Start). In fall-kindergarten, if any of CCQ025, 130, 215, or 280 (questions on nonparental care on a regular basis) was equal to 1 (Yes), WKCAREPK was coded as 1 (Yes). Otherwise, if any of the four variables was unknown (8 or 9) and the corresponding "ever have care" question CCQ015 (ever had relative care) and CCQ265 (ever had center care), CCQ.210 (ever in Head Start)) was not equal to 2 (No), WKCAREPK was coded as -9 (Not Ascertained). Otherwise, WKCAREPK was coded as 2 (No). If the variable about whether the child was in a particular type of care the year before kindergarten was missing (e.g., CCQ130 about nonrelative care) and the variable about ever having been in a particular type of care (e.g., CCQ120) was not equal to 2 (No), WKCAREPK was coded as -9 (Not Ascertained).

Although the spring-first grade version of WKCAREPK and the fall-kindergarten version are very similar, it should be noted that the composite created in spring-first grade will not reflect the child care experiences of any new children added to the sample (the freshened sample) or prior round nonrespondents who received the SPQ section and did not have child care the year prior to kindergarten, but did have child care prior to the year before kindergarten. This is because the fall-kindergarten composite captured child care both the year before kindergarten and prior to that year, while the spring-first grade version of the composite did not.

Another variable that is calculated differently in first grade than in kindergarten is the variable for the primary language spoken at home (W1LANGST). It was formed from two variables in spring-first grade (SPQ155 "Is any language other than English spoken in your home" and SPQ157 "What is the primary language spoken in your home") rather than three variables as it was in fall-kindergarten (PLQ020 "Is any language other than English spoken in your home;" PLQ030 "Is English also spoken in your home," and PLQ040 "What is the primary language spoken in your home"). In fall-kindergarten, if PLQ020 was equal to 2 (no other language than English regularly spoken in home) then WKLANGST was 2 for English. If PLQ020 was missing then WKLANGST was missing. If PLQ020 was 1 (a language other than English was regularly spoken in the home) and PLQ030 was 2 (English was not also spoken in the home), then WKLANGST was 1 for non-English. If PLQ020 was 1 (a language other than English was regularly spoken in the home) and PLQ060 was 0 (primary language in home was English), then WKLANGST was 2 for English. Otherwise, if PLQ020 was 1 (a language other than English was regularly spoken in the home) and PLQ060 indicated any non-English language, then WKLANGST was 1 for non-English. The specification for the spring-first grade composite was the same

Table 7-10.—Supplemental section item matches to spring-first grade items

| | Fall-kindergarten | | Spring-kindergarten | | Fall-first grade | | Spring-first grade | |
|---|---|---|---|---|---|---|---|---|
| | Variable name | Item number | Variable name | Item number | Variable name | Item number | Variable name | Item number |
| **Child care in year prior to kindergarten** | | | | | | | | |
| Relative care | P1RPREK | CCQ025 | P2RPREK | SPQ010 | P3RPREK | SPQ010 | P4RCBEFK | SPQ010[1] |
| Nonrelative care | P1NPREK | CCQ130 | P2NPREK | SPQ020 | P3NPREK | SPQ020 | P4NCBEFK | SPQ020[1] |
| Head Start | P1HSPREK | CCQ215 | P2HSPREK | SPQ030 | P3HSPREK | SPQ030 | P4HSBEFK | SPQ030[1] |
| Center care | P1CPREK | CCQ280 | P2CPREK | SPQ040 | P3CPREK | SPQ040 | P4DBEFK | SPQ040[1] |
| **Status at birth** | | | | | | | | |
| Birth weight: pounds | P1WEIGHP | CHQ005 | P2WEIGHP | SPQ060 | P3WEIGHP | SPQ060 | P4WEIGHP | SPQ060 |
| Birth weight: ounces | P1WEIGHO | CHQ005 | P2WEIGHO | SPQ065 | P3WEIGHO | SPQ065 | P4WEIGHO | SPQ065 |
| More than 5.5 pounds | P1WEIGH5 | CHQ010 | P2WEIGH5 | SPQ070 | P3WEIGH5 | SPQ070 | P4WEIGH5 | SPQ070 |
| More than 3 pounds | P1WEIGH6 | CHQ015 | P2WEIGH6 | SPQ080 | P3WEIGH6 | SPQ080 | P4WEIGH6 | SPQ080 |
| More than 2 weeks early | P1PREMAT | CHQ025 | P2PREMAT | SPQ090 | P3PREMAT | SPQ090 | P4PREMAT | SPQ090 |
| How premature: number | P1EARLY | CHQ030 | P2EARLY | SPQ100 | P3EARLY | SPQ100 | P4EARLY | SPQ100 |
| How premature: unit | P1EARDAY | CHQ030 | P2EARDAY | SPQ105 | P3EARDAY | SPQ105 | P4EARDAY | SPQ105 |
| **Vision and hearing difficulties** | | | | | | | | |
| Difficulty seeing far obj. | P1SIGHT | CHQ285 | P2SIGHT | SPQ107 | P3SIGHT | SPQ107 | P4SIGHT | CHQ270 |
| Vision correctable | P1CORREC | CHQ315 | P2CORREC | SPQ108 | P3CORREC | SPQ108 | P4CORREC | CHQ315 |
| Difficulty hearing speech | P1DIFFHR | CHQ230 | P2DIFFHR | SPQ109 | P3DIFFHR | SPQ109 | P4DIFFHR | CHQ190 |
| **Receipt of services in year prior to kindergarten** | | | | | | | | |
| Receipt of any services | P1THERAP | CHQ340 | P2THERAP | SPQ110 | P3THERAP | SPQ110 | P4THERAP | SPQ110 |
| Speech therapy | P1THERA2 | CHQ345A | P2THERA2 | SPQ120A | P3THERA2 | SPQ120A | P4THERA2 | SPQ120A |
| Occupational therapy | P1THERA3 | CHQ345B | P2THERA3 | SPQ120B | P3THERA3 | SPQ120B | P4THERA3 | SPQ120B |
| Vision services | P1THERA5 | CHQ345D | P2THERA5 | SPQ120D | P3THERA5 | SPQ120D | P4THERA5 | SPQ120D |
| Social work services | P1THERA6 | CHQ345E | P2THERA6 | SPQ120E | P3THERA6 | SPQ120E | P4THERA6 | SPQ120E |
| Psychological services | P1THERA7 | CHQ345F | P2THERA7 | SPQ120F | P3THERA7 | SPQ120F | P4THERA7 | SPQ120F |
| Home visits | P1THERA8 | CHQ345G | P2THERA8 | SPQ120G | P3THERA8 | SPQ120G | P4THERA8 | SPQ120G |
| Parent support | P1THERA9 | CHQ345H | P2THERA9 | SPQ120H | P3THERA9 | SPQ120H | P4THERA9 | SPQ120H |
| Special needs | P1THER10 | CHQ345I | P2THER10 | SPQ120I | P3THER10 | SPQ120I | P4THER10 | SPQ120I |
| Private tutoring | P1THER11 | CHQ345J | P2THER11 | SPQ120J | P3THER11 | SPQ120J | P4THER11 | SPQ120J |
| Braille | P1THER12 | CHQ345K | P2THER12 | SPQ120K | P3THER12 | SPQ120K | P4THER12 | SPQ120K |
| Sign language | P1THER13 | CHQ345L | P2THER13 | SPQ120L | P3THER13 | SPQ120L | P4THER13 | SPQ120L |
| Age therapy began | P1THER14 | CHQ375 | P2THER14 | SPQ130A | P3THER14 | SPQ130A | P4THER16 | SPQ130A[2] |
| Age therapy began: Unit | P1THER15 | CHQ375U | P2THER15 | SPQ130B | P3THER15 | SPQ130B | P4THER17 | SPQ130B[2] |
| **Family background** | | | | | | | | |
| Biolog. parents married | P1BIOLOG | MHQ060 | P2BIOLOG | SPQ150 | P3BIOLOG | SPQ150 | P4BIOLOG | SPQ150 |
| Other language at home | P1ANYLNG | PLQ020 | P2ANYLNG | SPQ155 | P3ANYLNG | SPQ155 | P4ANYLNG | SPQ155 |
| Primary lang. at home | P1PRMLNG | PLQ060 | P2PRMLNG | SPQ157 | P3PRMLNG | SPQ157 | P4PRMLNG | SPQ157 |
| Resp/bio mom job for pay | P1MOMWRK | EMQ170 | P2MOMWRK | SPQ200 | P3MOMWRK | SPQ200 | P4MOMWRK | SPQ200 |
| WIC benefits: pregnant | P1WICMOM | WPQ030 | P2WICMOM | SPQ210 | P3WICMOM | SPQ210 | P4WICMOM | SPQ210 |
| WIC benefits for child | P1WICCHD | WPQ040 | P2WICCHD | SPQ220 | P3WICCHD | SPQ220 | P4WICCHD | SPQ220 |

[1] The text of SPQ010-040 was changed slightly in round 4; the phrase "the year before (he/she) started kindergarten" was replaced by "the year before (he/she) started kindergarten/in 1998".

[2] SPQ130A-130B Asks the earliest age at which each service (120A-120L) began but does not have the same answer categories for responses. In fall-kindergarten, spring-kindergarten, and fall first grade, SPQ130A asked for entry of age and SPQ130B asked for entry of the unit (months or years). In spring-first grade, SPQ130A asked for entry in years and SPQ13OB asked for entry of months.

(SPQ155 and SPQ157 are equivalent to PLQ020 and PLQ060), however, because there was no equivalent question in SPQ for PLQ30 (is English also spoken in your home) the definition was slightly different. Despite the differences in question structure, the kindergarten and first grade composites capture the same information.

Another change in the SPQ derived composites involves W1MOMAR (biological mother was married to the biological father at the time of the child's birth). The kindergarten versions of this composite were WKHMOMAR and WKBMOMAR. These variables indicated whether or not the biological mother was married to the biological father at the time of the child's birth. WKHMOMAR was coded if the biological mother resided in the house at the time of the interview; WKBMOMAR was coded if the biological mother resided outside the house at the time of the interview. The variables were mutually exclusive; that is, if there was a nonmissing value for WKHMOMAR, the variable WKBMOMAR would be set to inapplicable (-1), and the converse was also true. Only one composite was used in spring-kindergarten to represent this information because with four rounds of data it did not make sense to define what round would determine the presence or absence of the biological mother. In order to create two separate variables based on the presence or absence of the biological mother in the household during spring first grade, a user can use the variable P4MOMTYP in conjunction with W1MOMAR.

Another difference between the variable W1MOMAR and the WKHMOMAR/ WKBMOMAR combination is that, while many different marital status variables were used to create the composites in fall-kindergarten (marital information from MHQ020, MHQ120, MHQ125, MHQ060, MHQ025, MHQ130, MHQ065; and the child's date of birth CHILDDOB), only one question (SPQ150) was used in the SPQ sections in spring-first grade to determine the same information (whether his/her biological mother and father were married when the child was born) as the question was asked directly. In fall-kindergarten, the date of marriage was determined and then compared to the date of the child's birth. If the date of marriage preceded the birth, the composite was coded as 1 (Yes). If the date of birth preceded the year of marriage, the composite was coded as 2 (No). If information for either date was missing, the composite was missing. However, the differences in items used to create the composite did not lead to any differences in how the composite was defined.

Finally, the composite W1HEARLY (mother worked between the child's birth and kindergarten) was also calculated somewhat differently in the first grade based on how the question was asked. In the base year of the study, the question about the mother working was only asked if there was a mother in the household. If there was no mother in the household, WKHEARLY was set to -1. In spring-

first grade, it did not matter for the purposes of collecting retrospective data if there was a mother in the household at the time of spring-first grade. Thus, if there was an answer to the SPQ question in spring-first grade (P4MOMWRK, SPQ200), it was used regardless of whether there was a mother in the household. However, if a respondent indicated while answering SPQ200 that there was no mother in the household between the child's birth and kindergarten, then W1HEARLY was coded -1.

(The "cross-round" composites from the SPQ section are useful because they provide an opportunity to more easily examine some 'key' items from nonrespondents and maximize the number of cases with these data. For example, if a user wanted to examine child care in the year before kindergarten for children who entered in fall-kindergarten and children in the freshened sample in spring-first grade, he or she could look at questions about child care by using the variables shown in table 7-10. As shown in the first category heading in table 7-10 (child care in year prior to kindergarten), the variables for relative care, nonrelative care, Head Start, and center-based child care are P1RPREK, P1NPREK, P1HSPREK, P1CPREK (fall-kindergarten variables) and P4RCBEFK, P4NCBEFK, P4HSBEFK, and P4DBEFK (spring-first grade variables). The fall-kindergarten variables about child care before kindergarten were from the child care section of the kindergarten questionnaire (CCQ) and the spring-kindergarten questions were from the supplemental section (SPQ) of the first grade questionnaire.)

### 7.4.9 Industry and Occupation Codes Used in ECLS-K

This section describes the aggregated categories that were used for coding occupation in the ECLS-K.

■ **1. Handlers, Equipment Cleaners, Helpers, and Laborers**

This category includes occupations that involve helping other workers and performing routine nonmachine tasks. A wide variety of helpers, handlers, etc., are included in this category. Examples include construction laborers, freight, stock, and material movers, garage and service station related occupations, parking lot attendants, and vehicles washers and equipment cleaners.

■ **2. Production Working Occupations**

This category includes occupations concerned with setting up, operating, and tending of machines and hand production work usually in a factory or other fixed place of business.

- **3. Service Occupations**

  The category includes occupations providing personal and protective services to individuals, and current maintenance and cleaning for building and residences. Some examples include food service, health service (e.g., aides or assistants), cleaning services other than household, and personal services.

- **4. Agricultural, Forestry, and Fishing Occupations**

  This category is concerned with the production, propagation (breeding/growing), gathering, and catching of animals, animal products, and plant products (timber, crop, and ornamental); the provision of services associated with agricultural production; and game farms, fisheries, and wildlife conservation. "Other agricultural and related occupations" include occupations concerned with the production and propagation of animals, animal products, plants and products (crops and ornamental).

- **5. Marketing and Sales Occupations**

  This category includes occupations involving selling goods or services, purchasing commodities and property for resale, and conducting wholesale or retail business.

- **6. Transportation and Material Moving Occupations**

  This category includes occupations concerned with operating and controlling equipment used to facilitate the movement of people or materials and the supervising of those workers.

- **7. Precision Production Occupations**

  Precision production includes occupations concerned with performing production tasks that require a high degree of precision or attainment of rigid specification and operating plants or large systems. Examples are tool and die makers, pattern and model makers, machinists, jewelers, engravers, and so on. Also included are some food-related occupations including butchers and bakers. Plant and system operators include water and sewage, gas, power, chemical, petroleum, and other plant or system operators.

- **8. Administrative Support Occupations, including Clerks**

  This category includes occupations involving preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; gathering and distributing information; operating office machines and data processing equipment; operating switchboards; distributing mail and messages; and other support and clerical duties such as bank teller, data entry keyer, etc.

■ **9. Mechanics and Repairers**

Mechanics and repairers are persons who do adjustment, maintenance, part replacement, and repair of tools, equipment, and machines. Installation may be included if installation is usually done in conjunction with other duties of the repairers.

■ **10. Construction and Extractive Occupations**

This category includes occupations that normally are performed at a specific site, which will change over time, in contrast to production workers, where the work is usually at a fixed location. Construction workers include those in overall construction, brickmasons, stonemasons, carpenters, electricians, drywall installers, paperhangers and painters, etc. Extractive occupations include oil well drillers, mining machine operators, and so on.

■ **11. Technologists and Technicians, except Health**

This category includes those providing technical assistance in engineering and scientific research, development, testing, and related activities, as well as operating and programming technical equipment and systems.

■ **12. Writers, Artists, Entertainers, and Athletes**

This category includes occupations concerned with creating and executing artistic works in a personally interpreted manner by painting, sculpturing, drawing, engraving, etching, and other methods; creating designs for products and interior decorations; designing and illustrating books, magazines, and other publications; writing; still, motion picture and television photography/filming; producing, directing, staging, acting, dancing, singing in entertainment; and participating in sports and athletics as competitor or player and administering and directing athletic programs.

■ **13. Executive, Administrative, and Managerial Occupations**

This category includes senior-level and middle management occupations and occupations that directly support management. Senior-level managers are persons concerned with policy making, planning, staffing, directing, and/or controlling activities. Middle managers include persons who plan, organize, or direct and/or control activities at the operational level. Legislators are also included in this category. Workers in this category are not directly concerned with the fabrication of products or with the provision of services. Other officials and administrators include consultants, library directors, customhouse builders, and location managers.

■ **14. Health Technologists and Technicians**

This category includes occupations concerned with providing technical assistance in the provision of health care. For example, clinical laboratory technologists and technicians, dental hygienists, radiologic technicians, licensed practical nurses (LPNs), and other health technologists are included here.

- **15. Social Scientists, Social Workers, Religious Workers, and Lawyers**

  This category includes occupations concerned with the social needs of people and in basic and applied research in the social sciences.

- **16. Registered Nurses, Pharmacists, Dieticians, Therapists, and Physician's Assistants**

  This category includes occupations concerned with the maintenance of health, the prevention of illness and the care of the ill through the provision and supervision of nursing care; compounding drugs, planning food service or nutritional programs; providing assistance to physicians; and the provision of therapy and treatment as directed by physicians.

- **17. Natural Scientists and Mathematicians**

  This category includes those engaged primarily in the application of scientific principles to research and development. Natural scientists are those in the physical sciences (e.g., chemistry, physics) and the life sciences (e.g., biology, agriculture, medicine). In addition, this category includes those in computer science, mathematics (including statistics), and operations research.

- **18. Teachers, except Postsecondary Institution**

  This category includes prekindergarten and kindergarten teachers, elementary and secondary teachers, special education teachers, instructional coordinators, and adult education teachers (outside postsecondary).

- **19. Engineers, Surveyors, and Architects**

  The category includes occupations concerned with applying principles of architecture and engineering in the design and construction of buildings, equipment and processing systems, highways and roads, and land utilization.

- **20. Teachers: College, University, and Other Postsecondary Institution; Counselors, Librarians, and Archivists**

  This category includes those who teach at higher education institutions and at other postsecondary (after high school) institutions, such as vocational institutes. In addition, vocational and educational counselors, librarians, and archivists are included here.

- **21. Physicians, Dentists, and Veterinarians**

  This category includes health care professionals who diagnose and treat patients. In addition to physicians, dentists, and veterinarians, this category includes optometrists, podiatrists, and other diagnosing and treating professionals, such as optometrists, podiatrists, chiropractors, hypnotherapists, and acupuncturists.

## 7.5        Relationship Among Composite Variables on the Child Catalog

The child catalog contains all child, teacher, and school composites, but it should be noted that some of the teacher variables on the child catalog are slightly altered when they are brought from the teacher questionnaire to the child level for children retained in kindergarten in the 1999-2000 school year. While some teacher-level variables are class specific when collected, i.e., for the kindergarten version of TQA), there are three versions of each of these class-specific variables (AM, PM, and all day), the child file will contain data from only one of each of the three variables—depending on whether the child attends an AM, PM, or all day class. For example, there are three variables (one for AM, one for PM, and one for all day classes) that represent percent of African Americans in the teacher's class. The teacher may provide information for more than one type of class if she teachers more than one class. Because the child can only be in one class, there is only one variable on the child record for percent African American in class, that which is appropriate for the class he/she attended. The same is true for percent Hispanic and percent minority variables. The variable A4CLASS is used to identify which of the teacher-reported classes was used for the child. See section 7.4.3 for details on the A4CLASS variable.

## 7.6        Children Who Changed Schools

There are several variables on the file that can be used to determine if a child moved to a different school across rounds. The variables S1_ID, S2_ID, S3_ID and S4_ID are school identification numbers that indicate what school the child was in at the end of a round of data collection. If we did not know where the child was at the end of the round of data collection, we used the scheme shown in table 7-11 for assigning ID numbers.

By comparing these variables, users can determine whether the child physically moved from one school to another and in which round. Some children will have moved more than once over the course of the first 2 years. These variables store the school at the end of the round only: if a child moved from School A to School B and then to School C in the same round, the school ID variable will contain School C; the brief stay in School B is not represented in the data.

Table 7-11.—Case status and identification numbers for children not followed or located

| Case status | Sn_ID |
|---|---|
| Unlocatable. (Field staff were unable to locate a transfer student in his/her new school.) | 9995 |
| End of field period. (Information on the transfer student's new school was identified too late in the field period for the case to be re-fielded for the assessment.) | 9996 |
| Moved to non-sampled PSU. (The transfer student enrolled in a school that was outside of ECLS-K's sampled PSUs--field staff did not attempt to collect the assessment, but did attempt to collect the parent interview.) | 9997 |
| Do not follow. (The transfer student was flagged by the statisticians as "do not follow" because of subsampling of transfer students due to cost constraints- if the child moved from his/her original school, field staff did not "follow" him/her" to the new school and did not collect a child assessment or parent interview.) | 9998 |

NOTE: S3_ID was set to "-1" (Not Applicable) if the child was not included in the fall-first grade subsample.

Children moved between schools for a variety of reasons, but one factor was that a school terminated at kindergarten and most of the students went to first grade at another particular school. This is known as a "destination school" and the move is known as a "destination move." Destination schools were schools where it was determined before data collection that at least four ECLS-K children would move into them from a kindergarten-terminal school or a school that had closed. The variables on the file that indicate destination moves are:

- R3DEST    "MOVED TO FALL-FIRST GRADE DESTINATION SCHOOL"

- R4DEST    "MOVED TO SPRING-FIRST GRADE DESTINATION SCHOOL"

It should be noted that the destination school may also have been an originally sampled school; in this case, the school was a destination school only for the new students, not for the originally sampled students. Because only 30 percent of all students were included in the fall-first grade data collection, a destination move could have occurred between spring-kindergarten and fall-first grade (for the 30 percent included in fall-first grade), between fall-first grade and spring-first grade (for the same 30 percent in fall-first grade), or between spring-kindergarten and spring-first grade (for the other 70 percent). The variable R3DEST was set to 1 if the child moved between spring-kindergarten and fall-first grade and the move was considered to be a destination move, and the variable R4DEST was set to 1 if a move between spring-kindergarten and spring-first grade, or between fall-first grade and spring-first grade, occurred and was considered to be a destination move.

Other variables on the file that will be of interest to users examining school changes are R4R2SCHG (school type change between spring-kindergarten and spring-first grade) and R4R3SCHG (school type change between fall-first grade and spring-first grade). These indicate whether the child changed schools and, if so, what the school type was in the previous and new school (e.g., whether the change was from public to private school, private to private school, etc.).

**7.7        Merging Base Year School-Level Data with the First Grade Child-Level Data**

As discussed in chapter 2, section 2.7, two versions of the school administrator questionnaire (SAQ) were distributed in the spring-first grade round. Schools participating in the base year were asked to complete the "returning" school questionnaire. In order to reduce the burden on returning school administrators within the first grade school year, the "returning" school questionnaire collected fewer details on school and student characteristics, school facilities and resources, school policies and programs, and school and community connections. According to the data collection plan, schools that were new to the ECLS-K study, because sampled children transferred into them, or that had been in the study but had not completed an SAQ previously would be asked to complete the "new" school questionnaire. Because these schools were new to the study, the "new" school questionnaire asked for more details about the topics described above and was similar to the spring-kindergarten SAQ.

In practice, the "new" and "returning" school questionnaires were distributed on the basis of whether the school was an original school or a new one to which students had transferred. It should be noted that there were some errors in this process. Out of a total of 2,132 responding schools, 9 original schools completed the "new" SAQ and 11 new transfer schools completed the "returning" SAQ. In addition, the "new" school questionnaire was not systematically administered to schools that did not complete the spring-kindergarten SAQ (112 of these schools received the "returning" school questionnaire). There were also a few cases in which there was a spring-kindergarten SAQ, but the "new" school questionnaire was completed (6 cases).

Because of the differences between the "new" and "returning" school questionnaires, there are variables on the data file that contain data from the new schools, but not from the returning schools. In order to use data from these variables in analysis for all of the schools, not just the new schools, data from returning schools collected in the base year must be pulled forward. To conduct analyses using all school data, analysts must merge the base year school variables that were not collected in spring-first grade with

the first grade school variables for returning schools. The base year school catalog has been included with the first grade child catalog to facilitate merging the SAQ variables from both rounds of data collection. Table 7-12 lists the variables from the spring-kindergarten school questionnaire that do not appear in the spring-first grade returning school questionnaire.

The SAQ includes school administrator characteristics. School administrators changed in some returning schools between the kindergarten and first grade school years. In the first grade returning SAQ, if the school administrator was the same as in kindergarten, then the school administrator skipped the school administrator characteristics in order to reduce burden. If the returning school administrator was new in first grade, then he or she answered the school administrator characteristic items. Thus, analysts must decide which school administrator characteristics to use (i.e., those for the kindergarten school administrator or those for the first grade school administrator). First grade school composites were created for all schools regardless of which questionnaire was administered. The school administrator characteristic variables appear in table 7-12 that follows under the heading "School Administrator Characteristics."

Data from the spring-kindergarten questions listed in the table 7-12 are in the school catalog on the base year ECB.[6] To merge these base year school data with the first grade child-level school data, analysts can:

- Select the variables to be analyzed from the base year school catalog and the variable S_ID. This creates a "working taglist" (see section 8.4 for more detail on how to create a working taglist);

- Use the Extract function to create the extraction program. (refer to chapter 8, section 8.5);

- Run the program generated after extraction to create a school-level data set (DATA1);

- Rename the S_ID to S4_ID in order to merge the data;

- Use the first grade child catalog to select the variables to be analyzed and the variable S4_ID;

- Use the Extract function to create the extraction program. (refer to chapter 8, section 8.5);

---

[6] ECLS-K Base Year Public-Use User's Manual (NCES 2001-029), October 2000.

Table 7-12.—Variables from the spring-kindergarten school administrator questionnaire that were included in the first grade new school administrator questionnaire but not the first grade returning school administrator questionnaire

| Variable name | Variable label |
| --- | --- |
| S2UNGRAD | S2 Q4 GRADE LEVEL-UNGRADED |
| S2SPLNDS | S2 Q4 GRADE LEVEL-SPECIAL NEEDS |
| S2PRKNDR | S2 Q4 GRADE LEVEL-PREKINDERGARTEN |
| S2TRANS | S2 Q4 GRADE LEVEL-TRANSITIONAL |
| S2KINDER | S2 Q4 GRADE LEVEL-KINDERGARTEN |
| S2PRE1 | S2 Q4 GRADE LEVEL-PREFIRST |
| S2GRADE1 | S2 Q4 GRADE LEVEL-FIRST GRADE |
| S2SECOND | S2 Q4 GRADE LEVEL-SECOND GRADE |
| S2THIRD | S2 Q4 GRADE LEVEL-THIRD GRADE |
| S2FOURTH | S2 Q4 GRADE LEVEL-FOURTH GRADE |
| S2FIFTH | S2 Q4 GRADE LEVEL-FIFTH GRADE |
| S2SIXTH | S2 Q4 GRADE LEVEL-SIXTH GRADE |
| S27TH | S2 Q4 GRADE LEVEL-SEVENTH GRADE |
| S28TH | S2 Q4 GRADE LEVEL-EIGHTH GRADE |
| S2NINTH | S2 Q4 GRADE LEVEL-NINTH GRADE |
| S2TENTH | S2 Q4 GRADE LEVEL-TENTH GRADE |
| S211TH | S2 Q4 GRADE LEVEL-ELEVENTH GRADE |
| S212TH | S2 Q4 GRADE LEVEL-TWELFTH GRADE |
| S2PUBLIC | S2 Q5 IS IT A PUBLIC SCHOOL |
| S2REGSKL | S2 Q6A IS IT REGULAR PUBLIC SCHOOL |
| S2MAGSKL | S2 Q6B IS IT A MAGNET SCHOOL |
| S2CHCESK | S2 Q6C IS IT SCHOOL OF CHOICE |
| S2BIASKL | S2 Q6D IS IT A TRIBAL SCHOOL |
| S2SPEDSK | S2 Q6E IS IT A SPECIAL ED SCHOOL |
| S2EARLCH | S2 Q6F IS IT AN EARLY CHILDHOOD CTR |
| S2CATHOL | S2 Q7A1 IS IT A CATHOLIC SCHOOL |
| S2DIOCES | S2 Q7A2 IS IT A DIOCESAN SCHOOL |
| S2PARISH | S2 Q7A3 IS IT A PARISH SCHOOL |
| S2PRIVRD | S2 Q7A4 IS IT A PRIVATE ORDER |
| S2OTHREL | S2 Q7B PRIVATE, OTHER RELIGIOUS |
| S2NAISKL | S2 Q7C PRIVATE-ACCREDITED BY NAIS |
| S2OTHPRI | S2 Q7D IS IT OTHER PRIVATE |
| S2PVTSPD | S2 Q7E IS IT SPECIAL EDUCATION |
| S2PVTEAR | S2 Q7F IS IT AN EARLY CHILDHOOD CENTER |
| S2FOCUS | S2 Q8 DOES SCHOOL HAVE A FOCUS |
| S2EMPHAS | S2 Q9 WHAT'S THE SCHOOL EMPHASIS |
| S2PREK | S2 Q10 PRE-K PARTICIPATES |
| S2REDDYN | S2 Q10 TRANSITIONAL PARTICIPATES |
| S2KINGAR | S2 Q10 KINDERGARTEN PARTICIPATES |
| S2PRE1ST | S2 Q10 PREFIRST PARTICIPATES |
| S2FIR1ST | S2 Q10 1ST GRADE PARTICIPATES |
| S2SEC2ND | S2 Q10 2ND GRADE PARTICIPATES |
| S2THI3RD | S2 Q10 3RD GRADE PARTICIPATES |

Table 7-12.—Variables from the spring-kindergarten school administrator questionnaire that were included in the first grade new school administrator questionnaire but not the first grade returning school administrator questionnaire (continued)

| Variable name | Variable label |
|---|---|
| S2FOR4TH | S2 Q10 4TH GRADE PARTICIPATES |
| S2FIF5TH | S2 Q10 5TH GRADE PARTICIPATES |
| S2SIX6TH | S2 Q10 6TH GRADE PARTICIPATES |
| S2SEV7TH | S2 Q10 7TH GRADE PARTICIPATES |
| S2ATE8TH | S2 Q10 8TH GRADE PARTICIPATES |
| S2NIN9TH | S2 Q10 9TH GRADE PARTICIPATES |
| S2TEN10 | S2 Q10 10TH GRADE PARTICIPATES |
| S2ELEV11 | S2 Q10 11TH GRADE PARTICIPATES |
| S2TWEL12 | S2 Q10 12TH GRADE PARTICIPATES |
| S2AFUND | S2 Q23A FROM STATE COMPENSATORY FUNDS |
| S2BFUND | S2 Q23B FROM COMMUNITY FUND RAISING |
| S2CFUND | S2 Q23C FROM PTA FUND RAISING |
| S2DFUND | S2 Q23D FROM LOCAL/NATIONAL BUSINESS |
| S2EFUND | S2 Q23E FROM SPECIAL ED PROGRAM/AGENCY |
| S2FFUND | S2 Q23F FROM AUXILIARY/AFFILIATED SER |
| S2GFUND | S2 Q23G FROM MEDICAID |
| S2HFUND | S2 Q23H FROM IMPACT AID |
| S2IFUND | S2 Q23I FROM BILINGUAL AID |
| S2JFUND | S2 Q23J FROM MIGRANT AID |
| S2KFUND | S2 Q23K FROM OTHER GRANTS |
| S2CHLDNM | S2 Q24 # OF CHILDREN SITE ACCOMMODATES |
| S2CMNITY | S2 Q30 COMMUNITY SCHOOL IS LOCATED IN |
| S2NOTEST* | S2 Q37 NO GRADE TESTED |
| S2TESTPK* | S2 Q37 PRE-KINDERGARTEN TESTED |
| S2TESTR* | S2 Q37 TRANSITIONAL-K TESTED |
| S2TESTK* | S2 Q37 KINDERGARTEN TESTED |
| S2TESTP1* | S2 Q37 PRE-FIRST TESTED |
| S2TEST1* | S2 Q37 FIRST GRADE TESTED |
| S2TEST2* | S2 Q37 2ND GRADE TESTED |
| S2TEST3* | S2 Q37 THIRD GRADE TESTED |
| S2TEST4* | S2 Q37 FOURTH GRADE TESTED |
| S2TEST5* | S2 Q37 FIFTH GRADE TESTED |
| S2TEST6* | S2 Q37 SIXTH GRADE TESTED |
| S2TEST7* | S2 Q37 SEVENTH GRADE TESTED |
| S2TEST8* | S2 Q37 EIGHTH GRADE TESTED |
| S2TEST9* | S2 Q37 NINTH GRADE TESTED |
| S2TEST10* | S2 Q37 TENTH GRADE TESTED |
| S2TEST11* | S2 Q37 ELEVENTH GRADE TESTED |
| S2TEST12* | S2 Q37 TWELFTH GRADE TESTED |
| S2B4SCH* | S2 Q41A OFFER BEFORE-SCHOOL CARE |
| S2SUMMER* | S2 Q41G OFFER SUMMER SCHOOL PROGRAMS |
| S2MIGRSY* | S2 Q41H SCHOOL YR MIGRANT PROGRAMS |
| S2MIGRSM* | S2 Q41I SUMMER MIGRANT PROGRAMS |

Table 7-12.—Variables from the spring-kindergarten school administrator questionnaire that were included in the first grade new school administrator questionnaire but not the first grade returning school administrator questionnaire (continued)

| Variable name | Variable label |
|---|---|
| S2HRVIS* | S2 Q41J OFFER HEARING/VISION TESTS |
| S2CHCARE* | S2 Q41K CHILDCARE FOR PARENT EVENT |
| S2PTAMT* | S2 Q43A FREQUENCY PTA/PTO MEETINGS |
| S2NWSHME* | S2 Q43B FREQUENCY NEWS SENT HOME |
| S2RPRTCD* | S2 Q43C FREQUENCY OF REPORT CARDS |
| S2PTCONF* | S2 Q43D FREQ OF PARENT-TCHR CONFERENCE |
| S2HVISIT* | S2 Q43E FREQUENCY OF HOME VISITS |
| S2INVITE* | S2 Q43F FREQ OF PERFORMANCES FOR PARENTS |
| S2CLASPR* | S2 Q43G FREQ OF CLASSROOM PROGRAMS |
| S2FUNDRS* | S2 Q43H FREQUENCY OF FUNDRAISERS |
| S2WRKSHP* | S2 Q43I FREQUENCY OF WORKSHOPS |
| S2ONIEP | S2 Q53A SPECIAL EDUCATION ON IEP |
| S2ON504 | S2 Q53B SPECIAL EDUCATION ON 504 PLAN |
| S2IEP504 | S2 Q53C SPECIAL ED ON IEP & 504 |
| S2REGCUR | S2 Q55A IEP IN REG CURRICULUM/1 SUBJECT |
| S2REGMLA | S2 Q55B IEP IN REG MATH/LANGUAGE ARTS |
| S2EVLIEP | S2 Q55C IEPS SAME EVAL STANDARDS |
| S2TSTIEP | S2 Q55D IEPS TAKE STANDARD TESTING |
| S2NOGFT* | S2 Q56 NO GIFTED/TALENTED PROGRAM |
| S2GFTR* | S2 Q56 GIFTED/TALENTED IN TRANSITIONAL K |
| S2GFTK* | S2 Q56 GRADE K GIFTED/TALENTED |
| S2GFTP* | S2 Q56 PREFIRST GIFTED/TALENTED |
| S2GFT1ST* | S2 Q56 1ST GRADE GIFTED/TALENTED |
| S2GFT2ND* | S2 Q56 2ND GRADE GIFTED/TALENTED |
| S2GFT3RD* | S2 Q56 3RD GRADE GIFTED/TALENTED |
| S2GFT4TH* | S2 Q56 4TH GRADE GIFTED/TALENTED |
| S2GFT5TH* | S2 Q56 5TH GRADE GIFTED/TALENTED |
| S2GFTNBR | S2 Q57 NUMBER GIFTED/TALENTED |
| S2LOSLRY | S2 Q59 LOWEST ANNUAL BASE SALARY |
| S2HISLRY | S2 Q60 HIGHEST ANNUAL BASE SALARY |
| ............................... | ..................................................................................................................... |
| School Administrator Characteristics** | |
| S2GNDER | S2 Q70 GENDER OF PRINCIPAL |
| S2BRTHYR | S2 Q71 YEAR PRINCIPAL WAS BORN |
| S2ORIGIN | S2 Q72 PRINCIPAL IS HISPANIC/LATINO |
| S2RACE1 | S2 Q73A PRINCIPAL IS AMERICAN INDIAN |
| S2RACE2 | S2 Q73B PRINCIPAL IS ASIAN |
| S2RACE3 | S2 Q73C PRINCIPAL IS BLACK |
| S2RACE4 | S2 Q73D PRINCIPAL IS HAWAIIAN OR PAC IS |
| S2RACE5 | S2 Q73E PRINCIPAL IS WHITE |
| S2YSTCH | S2 Q74A NUMBER OF YRS TEACHING |
| S2TOTPRI | S2 Q74B NUMBER OF YRS AS PRINCIPAL |

Table 7-12.—Variables from the spring-kindergarten school administrator questionnaire that were included in the first grade new school administrator questionnaire but not the first grade returning school administrator questionnaire (continued)

| Variable name | Variable label |
|---|---|
| S2PRINHR | S2 Q74C NUMBER YRS A PRINCIPAL HERE |
| S2YRPREK | S2 Q75A YRS TEACHING PREK/HEADSTART |
| S2YRK | S2 Q75B YEARS TEACHING KINDERGARTEN |
| S2YR1ST | S2 Q75C YEARS TEACHING FIRST GRADE |
| S2YR2TO5 | S2 Q75D YRS TEACHING SECOND-FIFTH GRADE |
| S2YR6 | S2 Q75E YEARS TEACHING SIXTH OR HIGHER |
| S2YRESL | S2 Q75F YEARS TEACHING ESL PROGRAMS2 Q75G YEARS |
| S2YRBILG | TEACHING BILINGUAL ED |
| S2YRSPED | S2 Q75H YEARS TEACHING SPECIAL ED |
| S2YRPHED | S2 Q75I YEARS TEACHING PHYSICAL ED |
| S2YRART | S2 Q75J YEARS TEACHING ART OR MUSIC |
| S2CRSECE | S2 Q76A COURSES IN EARLY CHILDHOOD ED |
| S2CRSELE | S2 Q76B COURSES IN ELEMENTARY ED |
| S2CRSSPE | S2 Q76C COURSES IN SPECIAL EDUCATION |
| S2CRSESL | S2 Q76D COURSES IN ESL |
| S2CRSCDV | S2 Q76E COURSES IN CHILD DEVELOPMENT |
| S2CRSMTR | S2 Q76F COURSES IN READING METHODS |
| S2CRSMTM | S2 Q76G COURSES IN MATH METHODS |
| S2CRSSCI | S2 Q76H COURSES IN SCIENCE METHODS |
| S2CRSADM | S2 Q76I COURSES IN ADMINISTRATION |
| S2EDLVL | S2 Q77 HIGHEST LEVEL OF EDUCATION |
| S2INSTRU | S2 Q78A HOURS/WEEK WORKING W/TEACHERS |
| S2INRMGT | S2 Q78B HOURS/WEEK FOR SCHOOL MANAGEMENT |
| S2DISCAT | S2 Q78C HRS/WEEK FOR DISCIPLINE/ABSENCE |
| S2MONITR | S2 Q78D HRS/WEEK MONITORING SCHOOL AREAS |
| S2TEEECH | S2 Q78E HOURS/WEEK SPENT TEACHING |
| S2TALKPT | S2 Q78F HOURS/WEEK MEETING WITH PARENTS |
| S2STUDNT | S2 Q78G HOURS/WEEK MEETING WITH STUDENTS |
| S2PPRWRK | S2 Q78H HOURS/WEEK W/REQUIRED PAPERWORK |
| S2KNWNME | S2 Q79 ESTIMATE PERCENT OF NAMES KNOWN |

\* Slightly different version of the question than in the spring-first grade SAQ questionnaire for new schools.

\*\* Questions about school administrator characteristics were in a separate section of the questionnaire and could only be completed by the school administrator.

- Run the program generated after extraction to create a child-level data set (DATA2);

- Sort DATA1 and DATA2 by S4_ID; and

- Merge DATA1 and DATA2 by S4_ID to obtain a merged child-level file.

Once the spring-kindergarten school data has been merged to the spring-first grade child data, the user may need to create new variables combining data from the spring-kindergarten SAQ and the spring-first grade SAQ. For example, if the analyst wants to limit the schools in an analysis to only those offering second grade, the variables S4SECOND (from the child level spring-first grade data) and S2SECOND (from the spring-kindergarten school catalog) will need to be combined, because the S4SECOND variable exists only for schools the received the SAQ for new schools in spring-kindergarten.

## 7.8     Composite Tables

Tables 7-13 and 7-14 describe the composite and derived variables that are on the ECLS-K child catalog. Please note that a few of the variables specified in the "derived from" column are intermediary variables that were not included in the final data sets. An example of an intermediary variable is the child gender variable from the parent questionnaire, CHILDGEN. If this variable were missing, or had conflicting information across rounds of the study, information about gender was used from the field management system (FMS). The variable CHILDGEN is not included in the final data set, but the composite GENDER is. Other intermediary variables are taken from either the FMS or the sample frame. Items from these are not delivered on the file.

The "derived from" column also contains the item numbers from the questionnaire, which help in identifying the items that were used in the creation of these composites and derived variables. This information allows a user to decide if he or she would like to use the composite based on how it was defined.

Table 7-13.—Fall-first grade composite variables

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| R3_AGE | Child | Child's age at the time the direct child assessment occurred. This age will be in months and years, not days. | DOBMO, DOBDA, DOBYR, C3ASMTMM, C3ASMTDD, C3ASMTYY | Continuous |
| GENDER | Child | Child's gender | CHILDGEN (not on file) and FMS (not on file) | 1=Male; 2=Female |
| DOBMO | Child | Child date of birth month | CHILDDOB (not on file) from first data collection in which reported in parent interview, FMS date of birth variable (not on file) | 1-12 |
| DOBDD | Child | Child's date of birth day | CHILDDOB (not on file) from first data collection in which reported in parent interview, and FMS date of birth variable (not on file) | 1-31 |
| DOBYY | Child | Child's date of birth year | CHILDDOB (not on file) from first data collection in which reported in parent interview, and FMS date of birth variable (not on file) | |
| W1RACETH | Child | Race and ethnicity of the focal child | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| RACE | Child | Child race and ethnicity | WKRACETH, W1RACETH, FMS race variable (not on file) | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| W1AMERIN | Child | Child is Native American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1ASIAN | Child | Child is Asian | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1PACISL | Child | Child is Pacific Islander | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |

Table 7-13.—Fall-first grade composite variables (continued)

| Variable Name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| W1BLACK | Child | Child is African American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1WHITE | Child | Child is White | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1HISP | Child | Child is Hispanic | P4HSP_1 through P4HSP_25 (FSQ190) | 1=Yes, 2=No |
| W1MT1RAC | Child | Child is more than one race | FSQ195 and the other specify text (not on file) collected in FSQ198 when FSQ195 = 91 (another race) | 1=Yes, 2=No |
| C3BMI | Child | Fall-first grade Body Mass Index | C3HEIGHT, C3WEIGHT | Continuous |
| C3HEIGHT | Child | Child's fall-first grade composite height | C3HGT1, C3HGT2 | Continuous |
| C3WEIGHT | Child | Child's fall-first grade composite weight | C3WGT1, C3HGT2 | Continuous |
| P3CARNOW | Child | Focal child received nonparental care during the summer | P3RELCAR (CCQ020), P3NRLCAR (CCQ120), P3DAYCAR (CCQ220) | 1 = Yes, 2 = No |
| P3HRSNOW | Child | Total number of hours per week the focal child spent in all primary, nonparental care during the summer | P3RELCAR (CCQ020), P3RELREG (CCQ055), P3RELNMH (CCQ070), P3RELNUM (CCQ030), P3RELOTH (CCQ110), P3NRLCAR (CCQ120), P3NRLREG (CCQ150), P3NRLNMH (CCQ170), P3HRLNUM (CCQ130), P3NRMOTH (CCQ210), P3DAYCAR (CCQ220), P3DCREG (CCQ230), P3DCHRS (CCQ250), P3DCNUMB (CCQ225), and P3DCOTHR (CCQ290). | Continuous |
| P3NUMNOW | Child | Total number of all types of care arrangements the focal child had on a regular basis during the summer | P3RELNUM (CCQ030), P3RELCAR (CCQ020), P3NRLNUM (CCQ130), P3NRLCAR (CCQ120), P3DCNUMB (CCQ225), P3DAYCAR (CCQ220) | Continuous |
| P3PRIMNW | Child | Primary, nonparental arrangement in which the child spent the most hours per week during the summer | P3RELNMH (CCQ070),P3NRLNMH (CCQ170), P3DCHRS (CCQ250),P3RELPLA (CCQ050),P3NRLPLA (CCQ140) | 0 = No nonparental care, 1 = Relative care in child's home, 2 = Relative care in another home, 3 = Nonrelative care in child's home, 4 = Nonrelative care in another home, 5 = Center-based program, 6 = 2 or more programs, 7 = location of care varies |

Table 7-13.—Fall-first grade composite variables (continued)

| Variable Name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P3SUMVD | Child | Length of summer school vacation in days | P3LTOTMO (TUQ010), P3LTOTDA (TUQ015), P3STRTMO (TUQ020), P3STRTDA (TUQ025) | 1 = 15 days or less, 2 = 16-109 days, and 3 = 110 or more days. |
| P3SUMSH | Child | Length of summer school program in hours | P3SUMSCH (HEQ220), P3PRMSTM (HEQ230A), P3PRMSTD (HEQ230B), P3PRMEDM (HEQ240A), P3PRMEDD (HEQ240B), P3NDYPRM (HEQ250), P3NHRPRM (HEQ260) | 1 = 30 hours or less, 2 = 31-359 hours, and 3 = 360 hours or more. |
| R3R2SCHG | Child | Child made a school change from public to private or vice versa between spring-kindergarten and fall-first grade. | S2KPUPRI, S3PUPRI | 1 = Child did not change schools<br>2 = Child transferred from public to public<br>3 = Child transferred from private to private<br>4 = Child transferred from public to private<br>5 = Child transferred from private to public<br>6 = Child transferred, other |
| R3DEST | Child | Moved to fall-first grade destination school | FMS (variable not on file) | 1=Yes<br>2=No |
| P3KSHCHG | Family/HH | Household had roster change. A dichotomous variable set to 1 if a household experienced a true change between rounds. In this context, true change means that at least one individual entered or left the household between rounds, and this change did not involve interviewer corrections for fall-first grade roster errors. | P3REL (FSQ130), P3UNR (FSQ180), P3JOI, P3REASL (FSQ015) | 0 = False, 1 = True |

Table 7-13.—Fall-first grade composite variables (continued)

| Variable Name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| R3REGION | School | Indicates the geographic region of the child's school | Sampling Frame (variable not on file) | 1=Northeast: CT, ME, MA, NH, RI, VT, NJ, NY, PA; 2=Midwest: IL, IN, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD; 3=South: DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MS, TN, AR, LA, OK, TX; 4=West: AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HA, OR, WA; -1 = schooled at home |
| R3URBAN | School | Location type for school—7 category version | Sample frame (variable not on file) | 1=Large city - a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city - a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Urban fringe of large city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the Census Bureau; 4 = Urban Fringe of mid-size city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau; 5= Large town - an incorporated place or Census Designated Place with a pop. Greater than or equal to 25,000 and located outside a CMSA or MSA; 6=Small town - an incorporated place or Census Designated Place with a pop. Less than 25,000 and greater than 2,500 - located outside a CMSA or MSA; 7=Rural - any incorporated place, Census Designated Place, or nonplace territory designated as rural by the Census Bureau |

Table 7-13.—Fall-first grade composite variables (continued)

| Variable Name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| R3LOCALE | School | Location type for school—8 category version | Sample frame (variable not on file) | 1=Large city - a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city - a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Urban fringe of large city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the Census Bureau; 4 = Urban Fringe of mid-size city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau; 5= Large town - an incorporated place or Census Designated Place with a pop. Greater than or equal to 25,000 and located outside a CMSA or MSA; 6=Small town - an incorporated place or Census Designated Place with a pop. Less than 25,000 and greater than 2,500 - located outside a CMSA or MSA; 7 = non-MSA Rural - any incorporated place, Census Designated Place, or nonplace territory designated as rural by the Census Bureau that is not within a MSA; 8 = MSA Rural - any incorporated place, Census Designated Place, or nonplace territory designated as rural by the Census Bureau that is within a MSA |
| S3PUPRI | School | Public or private school | S3SCTYP | 1 = Public, 2 = Private |

Table 7-14.—Spring-first grade composite variables

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| CHILDID | Child | Child identification number | OCHILDID (not on file) | |
| R4_AGE | Child | Child's age at the time the direct child assessment occurred. This age will be in month and years, not days. | DOBMO, DOBDA, DOBYR, C4ASMTMM, C4ASMTDD, C4ASMTYY | Continuous |
| GENDER | Child | Child's gender | CHILDGEN (not on file) and FMS (variable not on file) | 1=Male; 2=Female |
| DOBMO | Child | Child date of birth month | CHILDDOB (not on file) from first data collection in which reported in parent interview, FMS date of birth variable (not on file) | 1-12 |
| DOBDD | Child | Child's date of birth day | CHILDDOB (not on file) from first data collection in which reported in parent interview, and FMS date of birth variable (not on file) | 1-31 |
| DOBYY | Child | Child's date of birth year | CHILDDOB (not on file) from first data collection in which reported in parent interview, and FMS date of birth variable (not on file) | |
| W1RACETH | Child | Race and ethnicity of the focal child | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| RACE | Child | Child race and ethnicity | WKRACETH, W1RACETH, FMS race variable (not on file) | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| W1AMERIN | Child | Child is Native American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1ASIAN | Child | Child is Asian | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1PACISL | Child | Child is Pacific Islander | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1BLACK | Child | Child is African American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1WHITE | Child | Child is White | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| W1HISP | Child | Child is Hispanic | P4HSP_1 through P4HSP_25 (FSQ190) | 1=Yes, 2=No |
| W1MT1RAC | Child | Child is more than one race | FSQ195 and the other specify text (not on file) collected in FSQ198 when FSQ195 = 91 (another race) | 1=Yes, 2=No |
| C4BMI | Child | Spring-first grade body mass index | C4HEIGHT, C4WEIGHT | Continuous |
| C4HEIGHT | Child | Child's spring-first grade composite height | C4HGT1, C4HGT2 | Continuous |
| C4WEIGHT | Child | Child's spring-first grade composite weight | C4WGT1, C4WGT2 | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4DISABL | Child | Child currently has a disability | P4DIAGNO (CHQ050), P4PROFFD (CHQ110), P4COMMU2 (CHQ170), P4DIFFH3 (CHQ210), P4VISIO2 (CHQ300), P4RSVTSY (CHQ340) | 1=Yes, 2=No |
| P4CARNOW | Child | Focal child is currently receiving any nonparental care | P4RELNOW (CCQ010), P4NRNOW (CCQ150), P4CTRNOW (CCQ260) | 1=Yes, 2=No |
| WKCAREPK | Child | Focal child received any nonparental care the year before entering kindergarten | P4RCBEFK (SPQ.010), P4NCBEFK (SPQ.020), P4HSBEFK (SPQ.030), P4DBEFK (SPQ.040) | 1=Yes, 2=No |
| P4HRSNOW | Child | Total number of hours per week the focal child currently spends in all primary, nonparental child care | P4RHRS (CCQ090), P4NHRS (CCQ190), P4CHRS (CCQ355), P4RELNOW (CCQ010), P4RELNUM (CCQ060), P4RHROTH (CCQ140), P4NRNOW (CCQ150), P4NRNUM (CCQ165), P4NHROTH (CCQ250), P4CTRNOW (CCQ260), P4CTRNUM (CCQ325), P4CHROTH (CCQ403), P4RWEEK (CCQ080), P4NWEEK (CCQ180), P4CWEEK (CCQ340) | Continuous |
| P4NUMNOW | Child | Total number of all types of nonparental care arrangements the focal child currently has on a regular basis | P4RELNUM (CCQ060), P4NRNUM (CCQ165), P4CTRNUM (CCQ325), P4RELNOW (CCQ010), P4NRNOW (CCQ150), P4CTRNOW (CCQ260) | Continuous |
| P4PRIMNW | Child | Primary nonparental child care arrangement in which the child currently spends the most hours per week | P4HRSNOW (composite), P4RHRS (CCQ090), P4NHRS (CCQ190), P4RPLACE (CCQ070), P4NPLACE (CCQ170), P4CHRS (CCQ355) | 0=No nonparental care, 1=Relative care in child's home, 2=Relative care in another home 3=Nonrelative care in child's home, 4=Nonrelative care in another home, 5=Center-based program, 6=2 or more programs, 7 = Location of care varies |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| CPSOLDS | Child | Round in which the child passed the English Oral Language Development Scale (OLDS) | C1SCTOT, C2SCTOT, C3SCTOT, C4SCTOT | 0 = Child not identified as needing the OLDS<br>1 = Child passed OLDS in fall-kindergarten<br>2 = Child passed OLDS in spring-kindergarten<br>3 = Child passed OLDS in fall-first grade<br>4 = Child passed OLDS in spring-first grade<br>9 = Child did not pass the OLDS by spring-first grade |
| F4SPECS | Child | This variable indicates whether or not the child received special education services based on the presence or absence of a link to a special education teacher in the FMS | Child-teacher link in the FMS (variable not on file) | 1 = Child got special education services in spring-first grade<br>2 = Child did not get special education services in spring-first grade |
| U4RIEP | Child | This variable indicates whether or not the child has an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) on record at his/her school or at another school according to information from the student record abstract. | U4IEP | 1 = Child has IEP/IFSP on record at his/her school or another school<br>2 = Child does not have an IEP/IFSP |
| U4TARD | Child | Total days tardy during school year | U4TRDYT1, U4TRDYE1, U4TRDYU1, U4TRDYT2, U4TRDYE2, U4TRDYU2, U4TRDYT3, U4TRDYE3, U4TRDYU3, U4TRDYT4, U4TRDYE4, U4TRDYU4 | Continuous |
| U4ABSN | Child | Total number of days absent during the school year | U4ABSTO1, U4ABSEX1, U4ABSUN1, U4ABSTO2, U4ABSEX2, U4ABSUN2, U4ABSTO3, U4ABSEX3, U4ABSUN3, U4ABSTO4, U4ABSEX4, U4ABSUN4 | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| A4PLBK | Child | Percent of blacks in class—child level data | If child is in first grade: A4FPBLK (variable not on file); if child is in kindergarten: either A4APBLK, A4PPBLK, or A4DPBLK (variables not on file) | 0-100 |
| A4PHIS | Child | Percent of Hispanics in class—child level data | If child is in first grade: A4FPHIS (variable not on file); if child is in kindergarten: either A4APHIS, A4PPHIS, or A4DPHIS (variables not on file) | 0-100 |
| A4PMIN | Child | Percent of minorities in class—child level data | If child is in first grade: A4FPMIN (variable not on file); if child is in kindergarten: either A4APMIN, A4PPMIN, or A4DPMIN (variables not on file) | 0-100 |
| R4DEST | Child | Moved to spring-first grade destination school | FMS (variable not on file) | 1=Yes<br>2=No |
| F2SPECS | Child | Whether or not the child received special education services based on the presence or absence of a link to a special education teacher in the FMS | Child-teacher link in the FMS (variable not on file) | 1 = Child got special education services in spring-kindergarten<br>2 = Child did not get special education in spring-kindergarten |
| U2RIEP | Child | Whether or not the child has an IEP or IFSP on record at his/her school according to information from the Student Record Abstract | U2IEP | 1 = Child has IEP/IFSP on record at his/her school<br>2 = Child does not have an IEP/IFSP on record |
| U2TARD | Child | Total days tardy during the school year | U2TRDYT1, U2TRDYE1, U2TRDYU1, U2TRDYT2, U2TRDYE2, U2TRDYU2, U2TRDYT3, U2TRDYE3, U2TRDYU3, U2TRDYT4, U2TRDYE4, U2TRDYU4 | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| U2ABSN | Child | Total number of days absent during the school year | U2ABSTO1, U2ABSEX1, U2ABSUN1, U2ABSTO2, U2ABSEX2, U2ABSUN2, U2ABSTO3, U2ABSEX3, U2ABSUN3, U2ABSTO4, U2ABSEX4, U2ABSUN4 | Continuous |
| A4CLASS | Child flag | This flag indicates the TQA data that is attached to a child's record and whether the data is for a morning, afternoon, or full-day kindergarten class, or a non-kindergarten class (e.g., first or second grade). | A4ACLASS, A4DCLASS, A4PCLASS, and the presence of TQA data for non-kindergartners | 1= spring 2000 kindrgrtn qnr-AM class<br>2= spring 2000 kindrgrtn qnr-PM class<br>3= spring 2000 kindrgrtn qnr-AD class<br>4= spring 2000 qstnr (non-kindergarten) |
| R4R2TCHG | Child flag | Child changed teachers between spring-kindergarten and spring-first grade | R4T_ID, R2T_ID, R4R2SCHG | 0=No change, 1=Changed teachers |
| R4R2SCHG | Child flag | School type change between spring-kindergarten and spring-first grade | school ID | 1 = child did not change schools<br>2 = child transferred from public to public<br>3 = child transferred from private to private<br>4 = child transferred from public to private<br>5 = child transferred from private to public<br>6 = child transferred, other |
| R4R3SCHG | Child flag | School type change between fall-first grade and spring-first grade | school ID, S3SCTYP, S4SCTYP | 1 = child did not change schools<br>2 = child transferred from public to public<br>3 = child transferred from private to private<br>4 = child transferred from public to private<br>5 = child transferred from private to public<br>6 = child transferred, other |
| RNDFLG | Child flag | Round that child joined study | C1CPTW0, C1PW0, C1CW0, C2CPTW0, C2CW0, C2PW0 | 1 = child joined in fall-kindergarten<br>2 = child joined in spring-kindergarten<br>3 = child joined in spring-first grade |
| P4MOMID | Family/HH | Household roster number of resident mother | P4REL_1 to P4REL_25 (FSQ130), P4UNR_1 to P4UNR_25 (FSQ180) | 1-17 |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4DADID | Family/HH | Household roster number of resident father | P4REL_1 to P4REL_25 (FSQ130), P4UNR_1 to P4UNR_25 (FSQ180) | 1-17 |
| P4HPARNT | Family/HH | Classification of the focal child's parents who reside in the household | P4REL (FSQ130), P4UNR (FSQ180), P4HMOM, P4HDAD (composites) | 1=Biological mother and biological father, 2=Biological mother and other father (step-, adoptive, foster), 3=Biological father and other mother (step-, adoptive, foster), 4=Biological mother only, 5=Biological father only, 6=Two adoptive parents, 7=Single adoptive parent or adoptive parents and stepparent, 8=Related guardian(s), 9=Unrelated guardian(s) |
| P4HFAMIL | Family/HH | Family type categories using both parent and sibling information | P4REL (FSQ130), P4UNR (FSQ180), P4HMOM, P4HDAD, P4NUMSIB (composites) | 1=Two parents and sibling(s), 2=Two parents, no siblings, 3=One parent and sibling(s), 4=One parent, no siblings, 5=Other |
| P4NUMSIB | Family/HH | Total number of siblings with whom the focal child lives, including anyone reporting him/herself as the child of the focal child's foster parent/guardian | P4REL_1 to P4REL_25 (FSQ130), P4UNR_1 to P4UNR_25 (FSQ180) | Continuous |
| P4LESS18 | Family/HH | Total number of household members younger than 18 years old | P4REL_1 to P4REL_25 (FSQ.130), P4UNR_1 to P4UNR_25 (FSQ.180), P4AGE_1 to P4AGE_25 (FSQ.030) | Continuous |
| P4OVER18 | Family/HH | Total number of household members age 18 or older | P4REL_1 to P4REL_25 (FSQ.130), P4UNR_1 to P4UNR_25 (FSQ.180), P4AGE_1 to P4AGE_25 (FSQ.030) | Continuous |
| P4HTOTAL | Family/HH | Total number of household members | P4REL_1 to P4REL_25 (FSQ130), P4UNR_1 to P4UNR_25 (FSQ180) | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4TWIN | Family/HH | Household has sampled twins | P4PER_1 to P4PER_25 (person type in FSQ roster) | 0=No twin in HH, 1=Twin in HH |
| W1POVRTY | Family/HH | Poverty indicator | W1INCOME, P4HTOTAL (composites), and Census-defined thresholds | 1=Below poverty threshold, 2=At or above poverty threshold |
| W1INCOME | Family/HH | Household income | P4HILOW (PAQ100), P4INCCAT (PAQ110), P4INCOME (PAQ120) | Continuous |
| W1SESL | Family/HH | Socioeconomic scale | W1INCOME, W1MOMED, W1DADED, W1MOMSCR, W1DADSCR (all composites) | Continuous |
| W1SESQ5 | Family/HH | Quintile indicator for W1SESL | Derived from W1SESL at the child level using spring-first grade P4 weights | 1=First quintile (lowest), 2=Second quintile, 3=Third quintile, 4=Fourth quintile, 5=Fifth quintile (highest) |
| W1PARED | Family/HH | Highest level of education for the child's parents or nonparental guardians who reside in the household. If only one parent or guardian resides in the household, W1PARED reflects that parent's education level. | W1MOMED, W1DADED (composites) | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| W1MOMSCR | Family/HH | Mother's occupation GSS prestige score | 1989 GSS prestige scores, EMQ120 (not on file), EMQ130 (not on file) , and EMQ140 (not on file). | 29.6 Handler, Equip, Cleaner, Helpers, Labor; 33.42 Production Working Occupation; 34.95 Service Occupations; 35.63 Agriculture, Forestry, Fishing Occupations; 35.78 Marketing & Sales Occupation; 35.92 Transportation, Material Moving; 37.67 Precision Production Occupation; 38.18 Administrative Support, Including Clerk; 39.18 Mechanics & Repairs; 39.2 Construction & Extractive Occupations; 48.69 Technologists, Except Health; 52.54 Writers, Artists, Entertainers, Athletes; 53.5 Executive, Admin, Managerial Occupation; 57.83 Health Technologists & Technicians; 59 Social Scientist/Workers, Lawyers; 61.56 Registered Nurses, Pharmacists; 62.87 Natural Scientists & Mathematicians; 63.43. Teacher, Except Postsecondary; 64.89 Engineers, Surveyors, & Architects; 72.1 Teachers; College, Postsecondary Counselors, Librarians; 77.5 Physicians, Dentists, Veterinarians |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| W1DADSCR | Family/HH | Father's occupation GSS prestige score | 1989 GSS prestige scores, EMQ120 (not on file)EMQ130 (not on file), and EMQ140 (not on file). | 29.6 Handler, Equip, Cleaner, Helpers, Labor; 33.42 Production Working Occupation; 34.95 Service Occupations; 35.63 Agriculture, Forestry, Fishing Occupations; 35.78 Marketing & Sales Occupation; 35.92 Transportation, Material Moving; 37.67 Precision Production Occupation; 38.18 Administrative Support, Including Clerk; 39.18 Mechanics & Repairs; 39.2 Construction & Extractive Occupations; 48.69 Technologists, Except Health; 52.54 Writers, Artists, Entertainers, Athletes; 53.5 Executive, Admin, Managerial Occupation; 57.83 Health Technologists & Technicians; 59 Social Scientist/Workers, Lawyers; 61.56 Registered Nurses, Pharmacists; 62.87 Natural Scientists & Mathematicians; 63.43. Teacher, Except Postsecondary; 64.89 Engineers, Surveyors, & Architects; 72.1 Teachers; College, Postsecondary Counselors, Librarians; 77.5 Physicians, Dentists, Veterinarians |
| W1LANGST | Family/HH | The primary language other than English spoken in the child's home | P4ANYLNG (SPQ155), P4PRMLNG (SPQ157) | 1=Non-English language, 2=English language |
| P4MARSTA | Family/HH | Marital status of parent(s) in household | P4CURMAR (FSQ300) | 1=Married, 2=Separated, 3=Divorced, 4=Widowed, 5=Never married, 7=No biological or adoptive parents in household |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4ERRFLG | Family/HH flag | Household roster has clear errors | P4REL_1 to P4REL_25 (FSQ130), P4UNR_1 to P4UNR_25 (FSQ180), P4JOI_1 to P4JOI1 (round joined study), P4RDP_1 to P4RDP_25 (round departed study), P4REAS_1 to P4REAS_25 (reason left household) | 0=False, 1=True |
| P4SHCHG | Family/HH | Household roster had a change between rounds. | P4REL_1 to P4REL_25 (FSQ130), P4UNR_1 to P4UNR_25 (FSQ180), P4JOI_1 to P4JOI1 (round joined study), P4RDP_1 to P4RDP_25 (round departed study), P4REAS_1 to P4REAS_25 (reason left household) | 0=False, 1=True |
| P4SPQDAT | Family/HH | Record in section SPQ | PARENTID | |
| P4DADTYP | Family/HH | Type of resident father | P4REL(FSQ130), P4UNR (FSQ180) | 1=Biological, 2=Other, 3=None |
| P4HDAD | Family/HH | Indicates whether the birth, adoptive, step or foster father of the focal child resides in the household with the focal child | P4REL(FSQ130), P4UNR (FSQ180), P4PARTNR (FSQ110), P4SPOUSE (FSQ120) | 1=Birth father, 2=Adoptive father, 3=Step father, 4=Foster father, 5=Partner father, 6=Father, unknown type, 7= No resident father |
| P4HDAGE | Family/HH | Age of resident father | P4AGE_1 through P4AGE_25, P4DADID | Continuous |
| P4HDRACE | Family/HH | Race and ethnicity of the father or male guardian in the household | P4RC1_1 through P4RC6_1 up to " _25," and P4HSP_1 through P4HSP_25 (FSQ190 and FSQ195). | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| P4HDASN | Family/HH | Father or male guardian in the household is Asian | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4HDBLCK | Family/HH | Father or male guardian in the household is African American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HDIND | Family/HH | Father or male guardian in the household is Native American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HDPACI | Family/HH | Father or male guardian in the household is Pacific Islander | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HDWHT | Family/HH | Father or male guardian in the household is White | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HDHISP | Family/HH | Father or male guardian in the household is Hispanic | P4HSP_1 through P4HSP_25 (FSQ190) | 1=Yes, 2=No |
| P4HDMT1R | Family/HH | Father or male guardian in the household is more than one race | FSQ195 and the other specify text (not on file) collected in FSQ198 when FSQ195 = 91 (another race). | 1=Yes, 2=No |
| W1DADED | Family/HH | Father's highest level of education | P4HIG_1 through P4HIG_4 (PEQ020), P4HIS_1 through P4HIS_4 (PEQ030) | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree |
| P4HDEMP | Family/HH | The work status of the father/male guardian in the household. | P4HRS (EMQ050), P4PAY_1 (EMQ020), P4VAC (EMQ 030), P4LOK (EMQ060), P4DO1 (EMQ070), P4DO2 (EMQ070), P4DO3 (EMQ070), P4DO4 (EMQ070), P4DO5 (EMQ070), P4DO6 (EMQ070), P4D07 (EMQ070) | 1=35 hours or more per week (EMQ.050), 2=Less than 35 hours per week (EMQ.050), 3=Looking for work (EMQ.060 & EMQ.070 does not =6), 4=Not in the labor force |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4DADOCC | Family/HH | Father's occupation | Combination of EMQ120 (not on file), EMQ130 (not on file), and EMQ140 (not on file) | 1 Handler, Equip, Cleaner, Helpers, Labor; 2 Production Working Occupation; 3 Service Occupations; 4 Agriculture, Forestry, Fishing Occupations; 5 Marketing & Sales Occupation; 6 Transportation, Material Moving; 7 Precision Production Occupation; 8 Administrative Support, Including Clerk; 9 Mechanics & Repairs; 10 Construction & Extractive Occupations; 11 Technologists, Except Health; 12 Writers, Artists, Entertainers, Athletes; 13 Executive, Admin, Managerial Occupation; 14 Health Technologists & Technicians; 15 Social Scientist/Workers, Lawyers; 16 Registered Nurses, Pharmacists; 17 Natural Scientists & Mathematicians; 18 Teacher, Except Postsecondary; 19 Engineers, Surveyors, & Architects; 20 Teachers; college, Postsecondary Counselors, Librarians; 21 Physicians, Dentists, Veterinarians; 22 Unemployed, retired |
| P4MOMTYP | Family/HH | Type of resident mother | P4REL (FSQ130), P4UNR (FSQ180) | 1=Biological, 2=Other, 3=None |
| P4HMOM | Family/HH | Indicates whether the birth, adoptive, step, or foster mother of the focal child resides in the household with the focal child | P4REL (FSQ130), P4UNR (FSQ180) | 1=Birth mother; 2=Adoptive mother, 3=Step mother, 4=Foster mother, 5=Parter mother, 6=Mother, unknown type, 7=No resident mother |
| P4HMAGE | Family/HH | Age of resident mother | P4AGE_1 through P4AGE_25 | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4HMRACE | Family/HH | Race and ethnicity of the mother or female guardian in the household | P4RC1_1 through P4RC6_1 up to " _25," and P4HSP_1 through P4HSP_25 (FSQ190 and FSQ195). | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| P4HMASN | Family/HH | Mother or female guardian in the household is Asian | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HMBLCK | Family/HH | Mother or female guardian in the household is African American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HMIND | Family/HH | Mother or female guardian in the household is Native American | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HMPACI | Family/HH | Mother or female guardian in the household is Pacific Islander | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HMWHT | Family/HH | Mother or female guardian in the household is White | P4RC1_1 through P4RC6_1 up to "_25" (FSQ195) | 1=Yes, 2=No |
| P4HMHISP | Family/HH | Mother or female guardian in the household is Hispanic | P4HSP_1 through P4HSP_25 (FSQ190) | 1=Yes, 2=No |
| P4HMMT1R | Family/HH | Mother or female guardian in the household is more than one race | FSQ195 and the other specify text (not on file) collected in FSQ198 when FSQ195 = 91 (another race) | 1=Yes, 2=No |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| W1MOMED | Family/HH | Mother's highest level of education | P4HIG_1 through P4HIG_4 (PEQ020), P4HIS_1 through P4HIS_4 (PEQ030) | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree |
| P4HMEMP | Family/HH | The work status of the mother or female guardian in the household | P4PAY_1 (EMQ020), P4HRS (EMQ050), P4VAC (EMQ 030), P4LOK (EMQ060), P4DO1 (EMQ070), P4DO2 (EMQ070), P4DO3 (EMQ070), P4DO4 (EMQ070), P4DO5 (EMQ070), P4DO6 (EMQ070), P4D07 (EMQ070) | 1=35 hours or more per week (EMQ.050), 2=Less than 35 hours per week (EMQ.050), 3=Looking for work (EMQ.060 & EMQ.070 does not =6), 4=Not in the labor force |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4MOMOCC | Family/HH | Mother's occupation | Combination of EMQ120 (not on file), EMQ130 (not on file) , and EMQ140 (not on file) | 1 Handler, Equip, Cleaner, Helpers, Labor; 2 Production Working Occupation; 3 Service Occupations; 4 Agriculture, Forestry, Fishing Occupations; 5 Marketing & Sales Occupation; 6 Transportation, Material Moving; 7 Precision Production Occupation; 8 Administrative Support, Including Clerk; 9 Mechanics & Repairs; 10 Construction & Extractive Occupations; 11 Technologists, Except Health; 12 Writers, Artists, Entertainers, Athletes; 13 Executive, Admin, Managerial Occupation; 14 Health Technologists & Technicians; 15 Social Scientist/Workers, Lawyers; 16 Registered Nurses, Pharmacists; 17 Natural Scientists & Mathematicians; 18 Teacher, Except Postsecondary; 19 Engineers, Surveyors, & Architects; 20 Teachers; college, Postsecondary Counselors, Librarians; 21 Physicians, Dentists, Veterinarians; 22 Unemployed, retired |
| W1HEARLY | Family/HH | Mother worked between the child's birth and the start of kindergarten | P4MOMWRK (SPQ200) | 1=Yes, 2=No |
| W1MOMAR | Family/HH | Biological mother was married to the biological father at the time of the child's birth | P4BIOLOG (SPQ150) | 1=Yes, 2=No |
| P4ABSDAD | Family/HH | Type of nonresident father | P4REL (FSQ130), ) P4CTP_N1-P4CTP_N4 (NRQ100) | 1=Biological only, 2=Both biological and adoptive |
| P4BDVITL | Family/HH | The vital status of the nonresident biological father | P4CTP_N1-P4CTP_N4 (NRQ100) | 1=Living, 2=Dead |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P4ABSMOM | Family/HH | Type of nonresident mother | P4REL (FSQ130), P4CTP_N1-P4CTP_N4 (NRQ100) | 1=Biological only, 2=Both biological and adoptive |
| P4BMVITL | Family/HH | The vital status of the nonresident biological mother | P4CTP_N1-P4CTP_N4 (NRQ100) | 1=Living, 2=Dead |
| P2FSRAW | Family/HH | Food security raw score, a simple count of the number of food security items affirmed by the parent. | P2WORRFD (FDQ130A), P2FDLAST (FDQ130B), P2BLMEAL (FDQ130C), P2LOWCST (FDQ130D), P2NOBAL (FDQ130E), P2CANTAF (FDQ130F), P2EVCUT2 (FDQ140), P2EVCUT (FDQ150), P2EATLES (FDQ160), P2HUNGRY (FDQ170), P2LOSEWT (FDQ180), P2NOTEAT (FDQ190), P2NOTEA2 (FDQ200), P2CUTML (FDQ210), P2CHSKIP (FDQ220), P2OFTCUT (FDQ230), P2CHIEVR (FDQ240), P2NOMONY (FDQ250) Calculations were carried out by USDA in accordance with the standard methods described in Measuring Household Food Security (Bickel et al, 2000, available on the Food and Nutrition Service Web Site, http://www.fns.usda.gov/oane/). | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P2FSSCAL | Family/HH | A food security scale score. This is a measure of the severity of food insecurity or hunger experienced in the household in the previous 12 months. | P2WORRFD (FDQ130A), P2FDLAST (FDQ130B), P2BLMEAL (FDQ130C), P2LOWCST (FDQ130D), P2NOBAL (FDQ130E), P2CANTAF (FDQ130F), P2EVCUT2 (FDQ140), P2EVCUT (FDQ150), P2EATLES (FDQ160), P2HUNGRY (FDQ170), P2LOSEWT (FDQ180), P2NOTEAT (FDQ190), P2NOTEA2 (FDQ200), P2CUTML (FDQ210), P2CHSKIP (FDQ220), P2OFTCUT (FDQ230), P2CHIEVR (FDQ240), P2NOMONY (FDQ250) Calculations were carried out in accordance with the standard methods described in Measuring Household Food Security (Bickel et al, 2000, available on the Food and Nutrition Service Web Site, http://www.fns.usda.gov/oane/). | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| P2FSSTAT | Family/HH | A categorical measure of food security status that identifies households as food secure, food insecure without hunger, food insecure with hunger (moderate), and food insecure with hunger (severe). | P2WORRFD (FDQ130A), P2FDLAST (FDQ130B), P2BLMEAL (FDQ130C), P2LOWCST (FDQ130D), P2NOBAL (FDQ130E), P2CANTAF (FDQ130F), P2EVCUT2 (FDQ140), P2EVCUT (FDQ150), P2EATLES (FDQ160), P2HUNGRY (FDQ170), P2LOSEWT (FDQ180), P2NOTEAT (FDQ190), P2NOTEA2 (FDQ200), P2CUTML (FDQ210), P2CHSKIP (FDQ220), P2OFTCUT (FDQ230), P2CHIEVR (FDQ240), P2NOMONY (FDQ250) Calculations were carried out in accordance with the standard methods described in Measuring Household Food Security (Bickel et al, 2000, available on the Food and Nutrition Service Web Site, http://www.fns.usda.gov/oane/). | 1 = Food secure; 2 = Food insecure without hunger; 3 = Food insecure with hunger (moderate); 4 = food insecure with hunger (severe) |
| B4AGE | Teacher | Teacher's age | B4YRBORN | 21-78 |
| T4GLVL | Teacher | Grade level of child | T4GRADE, T4KGRADE, U4CRGRD, T4KTYPCL, FMS teacher type (variable not on file) | 1 = Kindergarten, half day<br>2 = Kindergarten, full day<br>3 = Kindergarten, half or full day unknown<br>4 = First Grade<br>5 = Second Grade<br>6 = Ungraded classroom |
| A4ACLASS | Teacher flag | Presence of spring-first grade TQA AM data-Kindergarten | A4ANEW | 0=False, 1=True |
| A4DCLASS | Teacher flag | Presence of spring-first grade TQA all day data-Kindergarten | A4DNEW | 0=False, 1=True |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| A4PCLASS | Teacher flag | Presence of spring-first grade TQA PM data-Kindergarten | A4PNEW | 0=False, 1=True |
| A4TQUEX | Teacher flag | Presence of spring-first grade TQA data-first or higher grades | Presence or absence of data | 0=False, 1=True |
| B4TQUEX | Teacher flag | Presence of spring-first grade TQB data-Kindergarten | Presence or absence of data | 0=False, 1=True |
| T4TQCDAT | Teacher flag | Presence of spring-first grade TQC data | Presence or absence of data | 0=False, 1=True |
| R4REGION | School | Indicates the geographic region of the child's school | Sampling Frame (variable not on file) | 1=Northeast: CT, ME, MA, NH, RI, VT, NJ, NY, PA; 2=Midwest: IL, IN, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD; 3=South: DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MS, TN, AR, LA, OK, TX; 4=West: AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HA, OR, WA;-1 = schooled at home |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| R4URBAN | School | Location type for school—7 category version | Sample frame (variable not on file) | 1=Large city - a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city - a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Urban fringe of large city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the Census Bureau; 4 = Urban Fringe of mid-size city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau; 5= Large town - an incorporated place or Census Designated Place with a pop. Greater than or equal to 25,000 and located outside a CMSA or MSA; 6=Small town - an incorporated place or Census Designated Place with a pop. Less than 25,000 and greater than 2,500 - located outside a CMSA or MSA; 7=Rural - any incorporated place, Census Designated Place, or nonplace territory designated as rural by the Census Bureau |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| R4LOCALE | School | Location type for school—8 category version | Sample frame (variable not on file) | 1=Large city - a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city - a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Urban fringe of large city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the Census Bureau; 4 = Urban Fringe of mid-size city - any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau; 5= Large town - an incorporated place or Census Designated Place with a pop. Greater than or equal to 25,000 and located outside a CMSA or MSA; 6=Small town - an incorporated place or Census Designated Place with a pop. Less than 25,000 and greater than 2,500 - located outside a CMSA or MSA; 7 = non-MSA Rural - any incorporated place, Census Designated Place, or nonplace territory designated as rural by the Census Bureau that is not within a MSA; 8 = MSA Rural - any incorporated place, Census Designated Place, or nonplace territory designated as rural by the Census Bureau that is within a MSA |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| S4SCTYP | School | School type from the school administrator questionnaire | S4PUBLIC, S4CATHOL, S4OTHEREL, S4OTHPRI, CS_TYPE2, school sample frame (variable not on file), S3SCTYP, S2KSCTYP, transfer school file | 1=Catholic, 2=Other Religious, 3=Other Private, 4=Public |
| S4PUPRI | School | Public or private school | S4SCTYP | 1=Public, 2=Private |
| S4ENRLK | School | Total kindergarten enrollment | Sampling Frame (variable not on file) | Continuous |
| S4ENRLF | School | Total first grade enrollment | Sampling Frame (variable not on file) | Continuous |
| S4ENRLS | School | Total school enrollment | S4ANUMCH (SAQ), Sampling Frame (variable not on file) | 1=0-149 students; 2=150-299 students; 3=300-499 students; 4=500-749 students; 5= 750 and above students |
| S4MINOR | School | Percentage of minority students in school | Sampling Frame (variable not on file), S4PCTASN, S4HISPPCT, S4BLKPCT, S4WHTPCT, S4INDPCT, S4OTHPCT, | Continuous |
| S4GFTED | School | Percentage of gifted/talented students in school | S4GFTNBR, S4ANUMCH, S2KGFTED | Continuous |
| S4FLNCH | School | Percentage of students eligible for free lunch in school | S4ELILNC, S4ANUMCH | Continuous |
| S4RLNCH | School | Percent of students eligible for reduced price lunch in school | S4ELIRED, S4ANUMCH | Continuous |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| S4SCLVL | School | School instructional level from SAQ | S412TH, S411TH, S4TENTH, S4NINTH, S48TH, S47TH, S4SIXTH, S4FIFTH, S4FOURTH, S4THIRD, S4SECOND, S4GRADE1, S4PRE1, S4KINDER, S4TRANS, S4PRKNDR, S4TWEL12, S4ELEV11, S4TEN10, S4NIN9TH, S4ATE8TH, S4SEV7TH, S4SIX6TH, S4FIF5TH, S4FOR4TH, S4THI3RD, S4SEC2ND, S4FIR2ST, S4PRE1ST, S4KINGAR, S4REDDYN, S4PREK, S2SCLVL, Sampling Frame (variable not on file) | 1=Less than 1st grade, 2=Primary school, 3=Elementary school, 4=Combined school |
| U4SCHBDD | School | School year starting date day | R4RDDSTR1, R4RDDSTR2, R4RDDSTR3, R4RDDSTR4, and whether a year round school (from FMS variable not on file) | 1-31 |
| U4SCHBMM | School | School year starting date month | R4MMSTR1, R4MMSTR2, R4MMSTR3, R4MMSTR4, and whether a year round school (from FMS variable not on file) | 1-12 |
| U4SCHBYY | School | School year starting date year | R4YYSTR1, R4YYSTR2, R4YYSTR3, R4YYSTR4, and whether a year round school (from FMS variable not on file) | 1999-2000 |
| U4SCHEDD | School | School year ending date day | R4RDDSTR1, R4RDDSTR2, R4RDDSTR3, R4RDDSTR4, and whether a year round school (from FMS variable not on file) | 1-31 |
| U4SCHEMM | School | School year ending date month | R4MMSTR1, R4MMSTR2, R4MMSTR3, R4MMSTR4, and whether a year round school (from FMS variable not on file) | 1-12 |

Table 7-14.—Spring-first grade composite variables (continued)

| Variable name | Category | Description | Derived from | Values |
|---|---|---|---|---|
| U4SCHEYY | School | School year ending date year | R4YYSTR1, R4YYSTR2, R4YYSTR3, R4YYSTR4, and whether a year round school (from FMS variable not on file) | 1999-2000 |
| F4YRRND | School | Year round school | FMS (variable not on file) | 1 = Year round school, 2 = Not year round school |
| K4INFAC | School flag | Presence or absence of facilities checklist data | Presence or absence of data | 0=ID not in facilities checklist, 1=ID in facilities checklist |
| S4INSAC | School flag | Presence or absence of SAQ data | Presence or absence of data | 0=ID not in SAQ, 1=ID in SAQ |
| U4SRABS | School flag | Presence of spring-first grade SRA data | Presence or absence of data | 0 = False, 1 = True |

**7.9      Masked Variables**

All the variables from the ECLS-K restricted-use file are included in the same order on the ECLS-K public-use file. New variables created during the masking process are added to the end of the files. For some of the variables, certain categories were modified. The value labels for those masked variables were updated from the restricted-use variables to reflect the new categories that were created during the masking process.

Variables on the restricted-use files were modified in different ways based on the disclosure analysis NCES conducted in order to protect the identity of the respondents and children. There are several types of modifications on the public-use files.

1. Outliers are top- or bottom- coded to prevent identification of unique schools, teachers, parents and children without affecting overall data quality.
2. Certain schools identified as at risk for disclosure have a 5 to 10 percent noise introduced in those variables that pose a risk for disclosure.
3. Variables with too few cases and a sparse distribution are suppressed in the public-use files.
4. Certain continuous variables are modified into categorical variables, and certain categorical variables have their categories collapsed in the public-use file. While this protects the cases from a disclosure risk, these variables can still be used in all different kinds of analysis such as regression analysis.

There is a comment field in the variable frequency distribution view screen of the electronic code book that displays a comment for each masked variable indicating whether the variable from the restricted-use file has been recoded or suppressed in the public-use file. Variables that were recoded in any way during the data masking process display the comment, "This data recoded for respondent confidentiality." Variables that were suppressed on the public-use file for protection of the respondent or child from identification display the comment, "This data suppressed for respondent confidentiality" and all values for the variable are set to equal –2 for that variable.

Table 7-15 presents the list of the masked variables. The tables display the variable name, variable label and the comment displayed in the electronic code book indicating if the variable was recoded or suppressed. The table is sorted sequentially by the variable Field ID (see section 8.3.1.1 for how to use the variable Field ID.)

All variables from the special education teacher questionnaire part A (i.e., all variables with the prefix D4), from the special education teacher questionnaire part B (i.e., all variables with the prefix E4), and from the student record abstract (i.e., all variables with the prefix U4) have been suppressed on the first grade public-use file. For brevity, these variables are not included in table 7-15.

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 10 | CS_TYPE2 | TYPE OF SCHOOL IN BASE YEAR SAMPLE FRAME | This data recoded for respondent confidentiality. |
| 12 | R3URBAN | R3 LOCATION TYPE - 7 CATEGORIES | This data recoded for respondent confidentiality. |
| 13 | R3LOCALE | R3 LOCATION TYPE - 8 CATEGORIES | This data suppressed for respondent confidentiality. |
| 15 | R3FIPSST | R3 SCHOOL FIPS STATE CODE | This data suppressed for respondent confidentiality. |
| 16 | R3FIPSCT | R3 SCHOOL FIPS COUNTY CODE | This data suppressed for respondent confidentiality. |
| 17 | R3CCDLEA | R3 CCD LEA\SCHOOL DIST ID (PUBLIC) | This data suppressed for respondent confidentiality. |
| 18 | R3CCDSID | R3 CCD SCHOOL ID (PUBLIC) | This data suppressed for respondent confidentiality. |
| 19 | R3STSID | R3 STATE SCHOOL ID (PUBLIC) | This data suppressed for respondent confidentiality. |
| 20 | R3SCHZIP | R3 SCHOOL ZIP CODE | This data suppressed for respondent confidentiality. |
| 21 | R3SCHPIN | R3 SCHOOL PIN (PRIVATE) | This data suppressed for respondent confidentiality. |
| 22 | R4REGION | R4 CENSUS REGION | This data recoded for respondent confidentiality. |
| 23 | R4URBAN | R4 LOCATION TYPE - 7 CATEGORIES | This data recoded for respondent confidentiality. |
| 24 | R4LOCALE | R4 LOCATION TYPE - 8 CATEGORIES | This data suppressed for respondent confidentiality. |
| 26 | R4FIPSST | R4 SCHOOL FIPS STATE CODE | This data suppressed for respondent confidentiality. |
| 27 | R4FIPSCT | R4 SCHOOL FIPS COUNTY CODE | This data suppressed for respondent confidentiality. |
| 28 | R4CCDLEA | R4 CCD LEA\SCHOOL DIST ID (PUBLIC) | This data suppressed for respondent confidentiality. |
| 29 | R4CCDSID | R4 CCD SCHOOL ID (PUBLIC) | This data suppressed for respondent confidentiality. |
| 30 | R4STSID | R4 STATE SCHOOL ID (PUBLIC) | This data suppressed for respondent confidentiality. |
| 31 | R4SCHZIP | R4 SCHOOL ZIP CODE | This data suppressed for respondent confidentiality. |
| 32 | R4SCHPIN | R4 SCHOOL PIN (PRIVATE) | This data suppressed for respondent confidentiality. |
| 37 | DOBYY | CHILD COMPOSITE DOB YEAR | This data recoded for respondent confidentiality. |
| 43 | R4AGE | R4 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | This data recoded for respondent confidentiality. |
| 47 | R4R2SCHG | R4 CHILD SCH CHANGE TYPE BTWN RNDS 2 & 4 | This data recoded for respondent confidentiality. |
| 48 | R4R3SCHG | R4 CHILD SCH CHANGE TYPE BTWN RNDS 3 & 4 | This data recoded for respondent confidentiality. |
| 345 | A4PBLK | A4 PERCENT OF BLACKS IN CLASS | This data recoded for respondent confidentiality. |
| 346 | A4PHIS | A4 PERCENT OF HISPANICS IN CLASS | This data recoded for respondent confidentiality. |
| 347 | A4PMIN | A4 PERCENT OF MINORITIES IN CLASS | This data recoded for respondent confidentiality. |
| 348 | B4AGE | B4 TEACHER'S AGE | This data recoded for respondent confidentiality. |
| 350 | S3SCTYP | S3 SCHOOL TYPE FROM FMS | This data recoded for respondent confidentiality. |
| 352 | S4SCTYP | S4 SCHOOL TYPE FROM THE SCH ADMIN QUEST | This data recoded for respondent confidentiality. |
| 353 | S4ENRLK | S4 TOTAL SCHOOL K ENROLLMENT | This data recoded for respondent confidentiality. |
| 354 | S4ENRLF | S4 TOTAL SCHOOL FIRST GRADE ENROLLMENT | This data recoded for respondent confidentiality. |
| 355 | S4ENRLS | S4 TOTAL SCHOOL ENROLLMENT | This data recoded for respondent confidentiality. |
| 356 | S4MINOR | S4 PERCENT MINORITY STUDENTS | This data recoded for respondent confidentiality. |
| 357 | S4FLNCH | S4 PCT FREE LUNCH ELIGIBLE STUDENTS | This data recoded for respondent confidentiality. |
| 358 | S4RLNCH | S4 PCT REDUCED LUNCH ELIGIBLE STUDENTS | This data recoded for respondent confidentiality. |
| 360 | S4GFTED | S4 PERCENT GIFTED/TALENTED STUDENTS | This data recoded for respondent confidentiality. |
| 361 | S4PUPRI | S4 PUBLIC OR PRIVATE SCHOOL | This data recoded for respondent confidentiality. |
| 398 | P3HOMZIP | P3 HOME ZIP CODE | This data suppressed for respondent confidentiality. |
| 734 | P3PRMLNG | P3 SPQ157 WHAT PRIMARY LANGUAGE AT HOME | This data suppressed for respondent confidentiality. |
| 902 | P4HOMZIP | P4 HOME ZIP CODE | This data suppressed for respondent confidentiality. |
| 1350 | P4THER12 | P4 SPQ120K INSTRUCTION IN BRAILLE | This data suppressed for respondent confidentiality. |
| 1351 | P4THER13 | P4 SPQ120L INSTRUCTION IN SIGN LANGUAGE | This data suppressed for respondent confidentiality. |
| 1352 | P4THER16 | P4 SPQ130A AGE AT THERAPY BEGINNING-YR | This data suppressed for respondent confidentiality. |
| 1353 | P4THER17 | P4 SPQ130B AGE AT THERAPY BEGINNING-MTH | This data suppressed for respondent confidentiality. |
| 1356 | P4PRMLNG | P4 SPQ157 WHAT PRIMARY LANGUAGE AT HOME | This data recoded for respondent confidentiality. |
| 1357 | P4CHPLAC | P4 SPQ160 CHILD BORN IN THIS COUNTRY | This data suppressed for respondent confidentiality. |
| 1359 | P4YRCOME | P4 SPQ180 YEAR COME TO UNITED STATES | This data suppressed for respondent confidentiality. |
| 1360 | P4CITIZN | P4 SPQ190 CHILD A U.S. CITIZEN | This data suppressed for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 1607 | P4DGNATT | P4 CHQ060 DIAGNOSIS - ATTENTION | This data suppressed for respondent confidentiality. |
| 1609 | P4YYDIAG | P4 CHQ075 YR AT 1ST DIAGNOSIS-LRN ABLTY | This data suppressed for respondent confidentiality. |
| 1613 | P4PROFFD | P4 CHQ110 IF ACTIVITY PROBLEM DIAGNOSED | This data suppressed for respondent confidentiality. |
| 1614 | P4DGNACT | P4 CHQ120 DIAGNOSIS - ACTIVITY | This data suppressed for respondent confidentiality. |
| 1616 | P4YYDIA2 | P4 CHQ135 YR AT 1ST DIAGNOSIS-ACTIVITY | This data suppressed for respondent confidentiality. |
| 1621 | P4YYDIA4 | P4 CHQ185 YEAR AT 1ST DIAGNOSIS-SPEECH | This data suppressed for respondent confidentiality. |
| 1626 | P4YYDIA5 | P4 CHQ225 YR AT 1ST DIAGNOSIS-HEARING | This data suppressed for respondent confidentiality. |
| 1627 | P4HEARS | P4 CHQ230 DEGREE OF CHILD'S DEAFNESS | This data suppressed for respondent confidentiality. |
| 1628 | P4HEARAI | P4 CHQ240 IF CHILD WEARS HEARING AID | This data suppressed for respondent confidentiality. |
| 1629 | P4COCHLE | P4 CHQ250 IF CHILD HAS COCHLEAR IMPLANTS | This data suppressed for respondent confidentiality. |
| 1630 | P4HEARS2 | P4 CHQ260 DEVICE EFFECT ON CHD'S HEARING | This data suppressed for respondent confidentiality. |
| 1635 | P4DIA6YY | P4 CHQ313 YR AT 1ST DIAGNOSIS-VISION | This data suppressed for respondent confidentiality. |
| 1636 | P4CORREC | P4 CHQ315 IF CHD'S VISION IS CORRECTABLE | This data suppressed for respondent confidentiality. |
| 1637 | P4BESTEY | P4 CHQ320 WHAT CAN CHILD BEST SEE | This data suppressed for respondent confidentiality. |
| 1640 | P4SPECIL | P4 CHQ335 IF CHD USES SPECIAL EQUIPMENT | This data suppressed for respondent confidentiality. |
| 1714 | P4HOWPAY | P4 PAQ137 HOW MUCH PAID IN TUITION ($) | This data recoded for respondent confidentiality. |
| 1731 | A4KGRD1T | A4K Q1B FIRST GRADE | This data suppressed for respondent confidentiality. |
| 1732 | A4KGRD2T | A4K Q1C SECOND GRADE | This data suppressed for respondent confidentiality. |
| 1733 | A4KGRD3T | A4K Q1D THIRD GRADE | This data suppressed for respondent confidentiality. |
| 1734 | A4KGRD4T | A4K Q1E FOURTH GRADE | This data suppressed for respondent confidentiality. |
| 1735 | A4KGRD5T | A4K Q1F FIFTH GRADE | This data suppressed for respondent confidentiality. |
| 1736 | A4KREGK | A4K Q2A TCH REGULAR 1-YR KINDERGARTEN | This data suppressed for respondent confidentiality. |
| 1737 | A4K2YR1 | A4K Q2B TEACHES 1ST YR OF 2-YR K | This data suppressed for respondent confidentiality. |
| 1738 | A4K2YR2 | A4K Q2C TEACHES 2ND YR OF 2-YR K | This data suppressed for respondent confidentiality. |
| 1739 | A4KTRNK | A4K Q2D TCH TRANSITIONAL KINDERGARTEN | This data suppressed for respondent confidentiality. |
| 1740 | A4KPR1S | A4K Q2E TEACHES PRE-1ST GRADE AFTER K | This data suppressed for respondent confidentiality. |
| 1741 | A4KUNGR | A4K Q2F TEACHES UNGRADED CLASS | This data suppressed for respondent confidentiality. |
| 1742 | A4KMULG | A4K Q2G TEACHES MULTIGRADE CLASS | This data suppressed for respondent confidentiality. |
| 1743 | A4KTPRE | A4K Q3A TCH PREKINDERGARTEN LEVELS | This data suppressed for respondent confidentiality. |
| 1744 | A4KTTRN | A4K Q3B TCH TRANSITIONAL KINDERGARTEN | This data suppressed for respondent confidentiality. |
| 1745 | A4KTREG | A4K Q3C TEACHES REGULAR KINDERGARTEN | This data suppressed for respondent confidentiality. |
| 1746 | A4KTPR1 | A4K Q3D TCH PRE-1ST GRADE LEVEL | This data suppressed for respondent confidentiality. |
| 1747 | A4KT1ST | A4K Q3E TCH 1ST GRADE LEVEL | This data suppressed for respondent confidentiality. |
| 1748 | A4KT2ND | A4K Q3F TCH 2ND GRADE LEVEL | This data suppressed for respondent confidentiality. |
| 1749 | A4KT3RD | A4K Q3G TCH 3RD GRADE OR HIGHER LEVEL | This data suppressed for respondent confidentiality. |
| 1750 | A4KAONLY | A4K Q4A MORNING CLASS ONLY | This data suppressed for respondent confidentiality. |
| 1751 | A4KPONLY | A4K Q4B AFTERNOON CLASS ONLY | This data suppressed for respondent confidentiality. |
| 1756 | A4K3YRO | A4K Q7A HOW MANY 3-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1757 | A4K4YRO | A4K Q7B HOW MANY 4-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1758 | A4K5YRO | A4K Q7C HOW MANY 5-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1759 | A4K6YRO | A4K Q7D HOW MANY 6-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1760 | A4K7YRO | A4K Q7E HOW MANY 7-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1761 | A4K8YRO | A4K Q7F HOW MANY 8-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1762 | A4K9YRO | A4K Q7G HOW MANY 9-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 1763 | A4KTAGE | A4K Q7H TOTAL CLASS ENROLLMENT (AGE) | This data recoded for respondent confidentiality. |
| 1764 | A4KASIA | A4K Q8A # OF ASIAN/PACIFIC ISLANDERS | This data recoded for respondent confidentiality. |
| 1765 | A4KHISP | A4K Q8B # OF HISPANICS (ALL RACES) | This data recoded for respondent confidentiality. |
| 1766 | A4KBLAC | A4K Q8C # OF NON-HISPANIC BLACKS | This data recoded for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 1767 | A4KWHIT | A4K Q8D # OF NON-HISPANIC WHITES | This data recoded for respondent confidentiality. |
| 1768 | A4KAMRI | A4K Q8E # OF AMERICAN INDIANS | This data recoded for respondent confidentiality. |
| 1769 | A4KRACE | A4K Q8F # OF STUDENTS OF OTHER RACES | This data recoded for respondent confidentiality. |
| 1770 | A4KTOTR | A4K Q8 TOTAL CLASS ENROLLMENT (RACES) | This data recoded for respondent confidentiality. |
| 1771 | A4KBOYS | A4K Q9 NUMBER OF BOYS IN CLASS | This data recoded for respondent confidentiality. |
| 1772 | A4KGIRL | A4K Q9 NUMBER OF GIRLS IN CLASS | This data recoded for respondent confidentiality. |
| 1782 | A4KCVTN | A4K Q16B STUDENTS SPEAK VIETNAMESE | This data suppressed for respondent confidentiality. |
| 1783 | A4KCCHN | A4K Q16C STUDENTS SPEAK CHINESE | This data suppressed for respondent confidentiality. |
| 1784 | A4KCJPN | A4K Q16D STUDENTS SPEAK JAPANESE | This data suppressed for respondent confidentiality. |
| 1785 | A4KCKRN | A4K Q16E STUDENTS SPEAK KOREAN | This data suppressed for respondent confidentiality. |
| 1786 | A4KCFLP | A4K Q16F STUDENTS SPEAK FILIPINO LNG | This data suppressed for respondent confidentiality. |
| 1787 | A4KOTAS | A4K Q16G STUDENT SPEAK OTHR ASIAN LNG | This data suppressed for respondent confidentiality. |
| 1788 | A4KOTLN | A4K Q16H STUDENTS SPEAK ANOTHER LNG | This data suppressed for respondent confidentiality. |
| 1789 | A4KLANO | A4K Q16H SPECIFY STUDENTS' OTHER LANG | This data suppressed for respondent confidentiality. |
| 1791 | A4KNUML | A4K Q18 NUMBER LEP STUDENTS IN CLASS | This data suppressed for respondent confidentiality. |
| 1792 | A4KNOES | A4K Q19 LEP STUDENTS GET NO ESL | This data suppressed for respondent confidentiality. |
| 1793 | A4KESLR | A4K Q19 LEP STUDENTS GET IN-CLASS ESL | This data suppressed for respondent confidentiality. |
| 1794 | A4KESLO | A4K Q19 LEP STUDENTS GET OUTSIDE ESL | This data suppressed for respondent confidentiality. |
| 1795 | A4KTNOO | A4K Q20A TCHRS SPEAK ONLY ENGLISH | This data suppressed for respondent confidentiality. |
| 1796 | A4KTSPN | A4K Q20B TCHRS SPEAK SPANISH | This data suppressed for respondent confidentiality. |
| 1797 | A4KTVTN | A4K Q20C TCHRS SPEAK VIETNAMESE | This data suppressed for respondent confidentiality. |
| 1798 | A4KTCHN | A4K Q20D TCHRS SPEAK CHINESE | This data suppressed for respondent confidentiality. |
| 1799 | A4KTJPN | A4K Q20E TCHRS SPEAK JAPANESE | This data suppressed for respondent confidentiality. |
| 1800 | A4KTKRN | A4K Q20F TCHRS SPEAK KOREAN | This data suppressed for respondent confidentiality. |
| 1801 | A4KTFLP | A4K Q20G TCHRS SPEAK A FILIPINO LNG | This data suppressed for respondent confidentiality. |
| 1802 | A4KTOTA | A4K Q20H TCHRS SPEAK OTHER ASIAN LNG | This data suppressed for respondent confidentiality. |
| 1803 | A4KTOTL | A4K Q20I TCHRS SPEAK ANOTHER LANGUAGE | This data suppressed for respondent confidentiality. |
| 1804 | A4KLEPO | A4K Q20I SPECIFY TCHRS OTHER LANGUAGE | This data suppressed for respondent confidentiality. |
| 1805 | A4KNONE | A4K Q21 DAILY TIME TCHR SPEAK NON-ENG | This data suppressed for respondent confidentiality. |
| 1808 | A4KGIFT | A4K Q23A # CLASSIFIED GFTED/TALENTED | This data recoded for respondent confidentiality. |
| 1809 | A4KPRTG | A4K Q23B # TAKE PART GIFTED/TALENTED | This data recoded for respondent confidentiality. |
| 1814 | A4KDISA | A4K Q24 NUMBER WITH DISABILITIES | This data recoded for respondent confidentiality. |
| 1815 | A4KIMPA | A4K Q25A COMMUNICATION IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 1816 | A4KLRND | A4K Q25B LEARNING DISABILITIES | This data recoded for respondent confidentiality. |
| 1817 | A4KEMPR | A4K Q25C SERIOUS EMOTIONAL PROBLEMS | This data recoded for respondent confidentiality. |
| 1818 | A4KRETA | A4K Q25D MENTAL RETARDATION | This data suppressed for respondent confidentiality. |
| 1819 | A4KDELA | A4K Q25E DEVELOPMENTAL DELAY | This data recoded for respondent confidentiality. |
| 1820 | A4KVIS | A4K Q25F VISION IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 1821 | A4KHEAR | A4K Q25G HEARING IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 1822 | A4KORTH | A4K Q25H ORTHOPEDIC IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 1823 | A4KOTHE | A4K Q25I OTHER HEALTH IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 1824 | A4KMULT | A4K Q25J MULTIPLE DISABILITIES | This data suppressed for respondent confidentiality. |
| 1825 | A4KAUTS | A4K Q25K AUTISM | This data suppressed for respondent confidentiality. |
| 1826 | A4KTRAU | A4K Q25L TRAUMATIC BRAIN INJURIES | This data suppressed for respondent confidentiality. |
| 1827 | A4KDEAF | A4K Q25M DEAFNESS AND BLINDNESS | This data suppressed for respondent confidentiality. |
| 1828 | A4KOTDI | A4K Q25N OTHER SPECIFY DISABILITIES | This data suppressed for respondent confidentiality. |
| 1829 | A4KSPCI | A4K Q26A SPECIAL DISABILITY SERVICES | This data recoded for respondent confidentiality. |
| 1830 | A4KIEP | A4K Q26B IEP FOR CHLDRN W/DISABILITY | This data recoded for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 1831 | A4KSC50 | A4K Q26C CHILDREN W/SECTION 504 PLAN | This data recoded for respondent confidentiality. |
| 1834 | A4KISPN | A4K Q27B INSTRUCTION - SPANISH | This data suppressed for respondent confidentiality. |
| 1837 | A4KIJPN | A4K Q27E INSTRUCTION - JAPANESE | This data suppressed for respondent confidentiality. |
| 1842 | A4KLNGO | A4K Q27I LANGUAGE OF INSTRUCTION-OTHR | This data suppressed for respondent confidentiality. |
| 2075 | A4TMULG | A4 Q1 CURRENTLY TEACH MULTIGRADE CLASS | This data suppressed for respondent confidentiality. |
| 2076 | A4TPREK | A4 Q2A TCH PREKINDERGARTEN LEVELS | This data suppressed for respondent confidentiality. |
| 2077 | A4TTRNK | A4 Q2B TCH TRANSITIONAL KINDERGARTEN | This data suppressed for respondent confidentiality. |
| 2078 | A4TREGK | A4 Q2C TEACHES REGULAR KINDERGARTEN | This data suppressed for respondent confidentiality. |
| 2079 | A4TPRE1 | A4 Q2D TCH PRE-1ST GRADE LEVEL | This data suppressed for respondent confidentiality. |
| 2080 | A4T1ST | A4 Q2E TCH 1ST GRADE LEVEL | This data suppressed for respondent confidentiality. |
| 2081 | A4T2ND | A4 Q2F TCH 2ND GRADE LEVEL | This data suppressed for respondent confidentiality. |
| 2082 | A4T3RD | A4 Q2G INCLUDES 3RD GRADE | This data suppressed for respondent confidentiality. |
| 2083 | A4T4TH | A4 Q2H INCLUDES 4TH GRADE | This data suppressed for respondent confidentiality. |
| 2084 | A4T5TH | A4 Q2I INCLUDES 5TH GRADE | This data suppressed for respondent confidentiality. |
| 2085 | A45YRSLS | A4 Q3A # 5 YEARS OLD OR LESS IN CLASS | This data recoded for respondent confidentiality. |
| 2086 | A46YROL | A4 Q3B HOW MANY 6-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 2087 | A47YROL | A4 Q3C HOW MANY 7-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 2088 | A48YROL | A4 Q3D HOW MANY 8-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 2089 | A49YROL | A4 Q3E HOW MANY 9-YEAR-OLDS IN CLASS | This data recoded for respondent confidentiality. |
| 2090 | A410YRMO | A4 Q3F # 10-YEAR OLDS & OLDER IN CLASS | This data recoded for respondent confidentiality. |
| 2091 | A4TOTAG | A4 Q3G TOTAL CLASS ENROLLMENT (AGE) | This data recoded for respondent confidentiality. |
| 2092 | A4ASIAN | A4 Q4A # OF ASIAN/PACIFIC ISLANDERS | This data recoded for respondent confidentiality. |
| 2093 | A4HISP | A4 Q4B # OF HISPANICS (ALL RACES) | This data recoded for respondent confidentiality. |
| 2094 | A4BLACK | A4 Q4C # OF NON-HISPANIC BLACKS | This data recoded for respondent confidentiality. |
| 2095 | A4WHITE | A4 Q4D # OF NON-HISPANIC WHITES | This data recoded for respondent confidentiality. |
| 2096 | A4AMRIN | A4 Q4E # OF AMERICAN INDIANS | This data recoded for respondent confidentiality. |
| 2097 | A4RACEO | A4 Q4F # OF STUDENTS OF OTHER RACES | This data recoded for respondent confidentiality. |
| 2098 | A4TOTRA | A4 Q4G TOTAL CLASS ENROLLMENT (RACES) | This data recoded for respondent confidentiality. |
| 2099 | A4BOYS | A4 Q5A NUMBER OF BOYS IN CLASS | This data recoded for respondent confidentiality. |
| 2100 | A4GIRLS | A4 Q5B NUMBER OF GIRLS IN CLASS | This data recoded for respondent confidentiality. |
| 2106 | A4GIFT | A4 Q8A # CLASSIFIED AS GIFTED/TALENTED | This data recoded for respondent confidentiality. |
| 2107 | A4PRTGF | A4 Q8B # TAKE PART IN GIFTED/TALENTED | This data recoded for respondent confidentiality. |
| 2118 | A4DISAB | A4 Q11 NUMBER WITH DISABILITIES | This data recoded for respondent confidentiality. |
| 2119 | A4IMPAI | A4 Q12A COMMUNICATION IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 2120 | A4LRNDI | A4 Q12B LEARNING DISABILITIES | This data recoded for respondent confidentiality. |
| 2121 | A4EMPRB | A4 Q12C SERIOUS EMOTIONAL PROBLEMS | This data recoded for respondent confidentiality. |
| 2122 | A4RETAR | A4 Q12D MENTAL RETARDATION | This data suppressed for respondent confidentiality. |
| 2123 | A4DELAY | A4 Q12E DEVELOPMENTAL DELAY | This data recoded for respondent confidentiality. |
| 2124 | A4VIS | A4 Q12F VISION IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 2125 | A4HEAR | A4 Q12G HEARING IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 2126 | A4ORTHO | A4 Q12H ORTHOPEDIC IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 2127 | A4OTHER | A4 Q12I OTHER HEALTH IMPAIRMENTS | This data recoded for respondent confidentiality. |
| 2128 | A4MULTI | A4 Q12J MULTIPLE DISABILITIES | This data suppressed for respondent confidentiality. |
| 2129 | A4AUTSM | A4 Q12K AUTISM | This data suppressed for respondent confidentiality. |
| 2130 | A4TRAUM | A4 Q12L TRAUMATIC BRAIN INJURIES | This data recoded for respondent confidentiality. |
| 2131 | A4DEAF | A4 Q12M DEAFNESS AND BLINDNESS | This data suppressed for respondent confidentiality. |
| 2132 | A4OTDIS | A4 Q12N OTHER SPECIFY DISABILITIES | This data suppressed for respondent confidentiality. |
| 2133 | A4SPCIA | A4 Q13A SPECIAL DISABILITY SERVICES | This data recoded for respondent confidentiality. |
| 2134 | A4IEP | A4 Q13B IEP FOR CHILDREN W/ DISABILITY | This data recoded for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 2135 | A4SC504 | A4 Q13C CHILDREN W/ SECTION 504 PLAN | This data recoded for respondent confidentiality. |
| 2139 | A4CVTNM | A4 Q15B STUDENTS SPEAK VIETNAMESE | This data suppressed for respondent confidentiality. |
| 2140 | A4CCHNS | A4 Q15C STUDENTS SPEAK CHINESE | This data suppressed for respondent confidentiality. |
| 2141 | A4CJPNS | A4 Q15D STUDENTS SPEAK JAPANESE | This data suppressed for respondent confidentiality. |
| 2142 | A4CKRN | A4 Q15E STUDENTS SPEAK KOREAN | This data suppressed for respondent confidentiality. |
| 2143 | A4CFLPN | A4 Q15F STUDENTS SPEAK FILIPINO LNG | This data suppressed for respondent confidentiality. |
| 2144 | A4OTASN | A4 Q15G STUDENTS SPEAK OTHR ASIAN LNG | This data suppressed for respondent confidentiality. |
| 2145 | A4OTLNG | A4 Q15H STUDENTS SPEAK ANOTHER LNG | This data suppressed for respondent confidentiality. |
| 2146 | A4LANOS | A4 Q15H SPECIFY STUDENTS' OTHER LANG | This data suppressed for respondent confidentiality. |
| 2148 | A4NUMLE | A4 Q17 NUMBER LEP STUDENTS IN CLASS | This data recoded for respondent confidentiality. |
| 2149 | A4NOESL | A4 Q18A LEP STUDENTS GET NO ESL | This data recoded for respondent confidentiality. |
| 2150 | A4ESLRE | A4 Q18B LEP STUDENTS GET IN-CLASS ESL | This data recoded for respondent confidentiality. |
| 2151 | A4ESLOU | A4 Q18C LEP STUDENTS GET OUTSIDE ESL | This data recoded for respondent confidentiality. |
| 2154 | A4TVTNM | A4 Q19C TCHRS SPEAK VIETNAMESE | This data suppressed for respondent confidentiality. |
| 2155 | A4TCHNS | A4 Q19D TCHRS SPEAK CHINESE | This data suppressed for respondent confidentiality. |
| 2156 | A4TJPNS | A4 Q19E TCHRS SPEAK JAPANESE | This data suppressed for respondent confidentiality. |
| 2158 | A4TFLPN | A4 Q19G TCHRS SPEAK A FILIPINO LNG | This data suppressed for respondent confidentiality. |
| 2159 | A4TOTAS | A4 Q19H TCHRS SPEAK OTHER ASIAN LNG | This data suppressed for respondent confidentiality. |
| 2160 | A4TOTLG | A4 Q19I TCHRS SPEAK ANOTHER LANGUAGE | This data suppressed for respondent confidentiality. |
| 2161 | A4LEPOS | A4 Q19I SPECIFY TCHRS OTHER LANGUAGE | This data suppressed for respondent confidentiality. |
| 2163 | A4ISPNH | A4 Q20B INSTRUCTION - SPANISH | This data suppressed for respondent confidentiality. |
| 2164 | A4IVTNM | A4 Q20C INSTRUCTION - VIETNAMESE | This data suppressed for respondent confidentiality. |
| 2165 | A4ICHNS | A4 Q20D INSTRUCTION - CHINESE | This data suppressed for respondent confidentiality. |
| 2166 | A4IJPNS | A4 Q20E INSTRUCTION - JAPANESE | This data suppressed for respondent confidentiality. |
| 2167 | A4IKRN | A4 Q20F INSTRUCTION - KOREAN | This data suppressed for respondent confidentiality. |
| 2168 | A4IFLPN | A4 Q20G INSTRUCTION - FILIPINO LNG | This data suppressed for respondent confidentiality. |
| 2169 | A4IOTAS | A4 Q20H INSTRUCTION - OTHER ASIAN LNG | This data suppressed for respondent confidentiality. |
| 2170 | A4IOTLN | A4 Q20I INSTRUCTION - OTHER LNG | This data suppressed for respondent confidentiality. |
| 2171 | A4LNGOS | A4 Q20I LANGUAGE OF INSTRUCTION-OTHER | This data suppressed for respondent confidentiality. |
| 2512 | B4KTGEND | B4K Q16 TEACHER'S GENDER | This data suppressed for respondent confidentiality. |
| 2513 | B4KYRBOR | B4K Q17 TEACHER'S YEAR OF BIRTH | This data recoded for respondent confidentiality. |
| 2514 | B4KHISP | B4K Q18 HISPANIC OR LATINO | This data suppressed for respondent confidentiality. |
| 2515 | B4KRACE1 | B4K Q19 AMERICAN INDIAN OR ALASKA NATIVE | This data suppressed for respondent confidentiality. |
| 2516 | B4KRACE2 | B4K Q19 ASIAN | This data suppressed for respondent confidentiality. |
| 2518 | B4KRACE4 | B4K Q19 NATIVE HAWAIIAN OR OTHER PAC IS | This data suppressed for respondent confidentiality. |
| 2520 | B4KYRSTC | B4K Q20 NUMBER YEARS BEEN SCHOOL TEACHER | This data recoded for respondent confidentiality. |
| 2521 | B4KYRSPR | B4K Q21A YRS TEACHER TAUGHT PRESCHOOL | This data recoded for respondent confidentiality. |
| 2522 | B4KYRSKI | B4K Q21B YRS TEACHER TAUGHT KINDERGARTEN | This data recoded for respondent confidentiality. |
| 2523 | B4KYRSFS | B4K Q21C YRS TEACHER TAUGHT FIRST GRADE | This data recoded for respondent confidentiality. |
| 2524 | B4KYRS2T | B4K Q21D YRS TEACHER TAUGHT 2 TO 5 GRADE | This data recoded for respondent confidentiality. |
| 2525 | B4KYRS6P | B4K Q21E YRS TCHER TAUGHT 6 GRADE OR UP | This data recoded for respondent confidentiality. |
| 2526 | B4KYRSES | B4K Q21F YRS TEACHER TAUGHT ESL | This data recoded for respondent confidentiality. |
| 2527 | B4KYRSBI | B4K Q21G YRS TEACHER TAUGHT BILINGUAL ED | This data recoded for respondent confidentiality. |
| 2528 | B4KYRSSP | B4K Q21H YRS TEACHER TAUGHT SPECIAL ED | This data recoded for respondent confidentiality. |
| 2529 | B4KYRSPE | B4K Q21I YRS TEACHER TAUGHT PHYSICAL ED | This data recoded for respondent confidentiality. |
| 2530 | B4KYRSAR | B4K Q21J YRS TEACHER TAUGHT ART OR MUSIC | This data recoded for respondent confidentiality. |
| 2531 | B4KYRSCH | B4K Q22 YRS TCHER TAUGHT AT THIS SCHOOL | This data recoded for respondent confidentiality. |
| 2532 | B4KHGHST | B4K Q23 HIGHEST ED LEVEL TCHER ACHIEVED | This data recoded for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 2598 | B4TGEND | B4 Q11 TEACHER'S GENDER | This data suppressed for respondent confidentiality. |
| 2599 | B4YRBORN | B4 Q12 TEACHER'S YEAR OF BIRTH | This data recoded for respondent confidentiality. |
| 2601 | B4RACE1 | B4 Q14 AMERICAN INDIAN OR ALASKA NATIVE | This data suppressed for respondent confidentiality. |
| 2602 | B4RACE2 | B4 Q14 ASIAN | This data suppressed for respondent confidentiality. |
| 2604 | B4RACE4 | B4 Q14 NATIVE HAWAIIAN OR OTHER PAC IS | This data suppressed for respondent confidentiality. |
| 2606 | B4YRSTC | B4 Q15 NUMBER YEARS BEEN SCHOOL TEACHER | This data recoded for respondent confidentiality. |
| 2607 | B4YRSPRE | B4 Q16A YRS TEACHER TAUGHT PRESCHOOL | This data recoded for respondent confidentiality. |
| 2608 | B4YRSKIN | B4 Q16B YRS TEACHER TAUGHT KINDERGARTEN | This data recoded for respondent confidentiality. |
| 2609 | B4YRSFST | B4 Q16C YRS TEACHER TAUGHT FIRST GRADE | This data recoded for respondent confidentiality. |
| 2610 | B4YRS2T5 | B4 Q16D YRS TEACHER TAUGHT 2 TO 5 GRADE | This data recoded for respondent confidentiality. |
| 2611 | B4YRS6PL | B4 Q16E YRS TEACHER TAUGHT 6 GRADE OR UP | This data recoded for respondent confidentiality. |
| 2612 | B4YRSESL | B4 Q16F YRS TEACHER TAUGHT ESL | This data recoded for respondent confidentiality. |
| 2613 | B4YRSBIL | B4 Q16G YRS TEACHER TAUGHT BILINGUAL ED | This data recoded for respondent confidentiality. |
| 2614 | B4YRSSPE | B4 Q16H YRS TEACHER TAUGHT SPECIAL ED | This data recoded for respondent confidentiality. |
| 2615 | B4YRSPE | B4 Q16I YRS TEACHER TAUGHT PHYSICAL ED | This data recoded for respondent confidentiality. |
| 2616 | B4YRSART | B4 Q16J YRS TEACHER TAUGHT ART OR MUSIC | This data recoded for respondent confidentiality. |
| 2617 | B4YRSCH | B4 Q17 YRS TEACHER TAUGHT AT THIS SCHOOL | This data recoded for respondent confidentiality. |
| 2618 | B4HGHSTD | B4 Q18 HIGHEST ED LEVEL TEACHER ACHIEVED | This data recoded for respondent confidentiality. |
| 2666 | T4KFLBHN | T4K Q1 FELL BEHIND DUE TO HEALTH | This data suppressed for respondent confidentiality. |
| 2671 | T4KPLLES | T4K Q2E PULL-OUT ESL PROGRAM | This data suppressed for respondent confidentiality. |
| 2672 | T4KINCES | T4K Q2F IN-CLASS ESL | This data suppressed for respondent confidentiality. |
| 2673 | T4KGFTTA | T4K Q2G GIFTED AND TALENTED PROGRAM | This data suppressed for respondent confidentiality. |
| 2674 | T4KBEHPR | T4K Q2H PROGRAM FOR BEHAVIORAL PROBLEMS | This data suppressed for respondent confidentiality. |
| 2677 | T4KTT1EN | T4K Q3C TITLE 1 ENGLISH/LANGUAGE ARTS | This data suppressed for respondent confidentiality. |
| 2678 | T4KTT1CM | T4K Q3D TITLE 1 COMBINED SUBJECTS | This data suppressed for respondent confidentiality. |
| 2679 | T4KTT1ES | T4K Q3E TITLE 1 ESL/BILINGUAL | This data suppressed for respondent confidentiality. |
| 2680 | T4KTT1SP | T4K Q3F TITLE 1 HANDICAPPED/SPECIAL ED | This data suppressed for respondent confidentiality. |
| 2697 | T4KLNGTM | T4K Q15 LENGTH OF TIME IN CLASSROOM | This data suppressed for respondent confidentiality. |
| 2698 | T4KGRADE | T4K Q16 GRADE CHILD ENROLLED | This data suppressed for respondent confidentiality. |
| 2699 | T4KTYPCL | T4K Q17 TYPE OF CLASS | This data suppressed for respondent confidentiality. |
| 2729 | T4PLLESL | T4 Q1E PULL-OUT ESL PROGRAM | This data suppressed for respondent confidentiality. |
| 2730 | T4INCESL | T4 Q1F IN-CLASS ESL | This data suppressed for respondent confidentiality. |
| 2731 | T4GFTRD | T4 Q1G GIFTED PROGRAM IN READING | This data suppressed for respondent confidentiality. |
| 2732 | T4GFTMTH | T4 Q1H GIFTED PROGRAM IN MATHEMATICS | This data suppressed for respondent confidentiality. |
| 2733 | T4BEHPRB | T4 Q1I PROGRAM FOR BEHAVIORAL PROBLEMS | This data suppressed for respondent confidentiality. |
| 2736 | T4TT1ENG | T4 Q2C TITLE 1 ENGLISH/LANGUAGE ARTS | This data suppressed for respondent confidentiality. |
| 2737 | T4TT1CMB | T4 Q2D TITLE 1 COMBINED SUBJECTS | This data suppressed for respondent confidentiality. |
| 2738 | T4TT1ES | T4 Q2E TITLE 1 ESL/BILINGUAL | This data suppressed for respondent confidentiality. |
| 2739 | T4TT1SP | T4 Q2F TITLE 1 HANDICAPPED/SPECIAL ED | This data suppressed for respondent confidentiality. |
| 2750 | T4FLBHND | T4 Q8 FELL BEHIND DUE TO HEALTH | This data suppressed for respondent confidentiality. |
| 2761 | T4LNGTM | T4 Q16 LENGTH OF TIME IN CLASSROOM | This data suppressed for respondent confidentiality. |
| 2762 | T4GRADE | T4 Q17 GRADE CHILD ENROLLED | This data suppressed for respondent confidentiality. |
| 2766 | S4NUMDAY | S4 Q1 NUMBER OF DAYS MUST ATTEND | This data recoded for respondent confidentiality. |
| 2767 | S4ADA | S4 Q2 % AVERAGE DAILY ATTENDANCE FOR YR. | This data recoded for respondent confidentiality. |
| 2769 | S4ANUMCH | S4 Q3A # ENROLLED AROUND 10/1/1999 | This data recoded for respondent confidentiality. |
| 2770 | S4BNUMCH | S4 Q3B # ENROLLED SINCE 10/1/1999 | This data recoded for respondent confidentiality. |
| 2771 | S4CNUMCH | S4 Q3C # WHO LEFT - DIDN'T RETURN | This data recoded for respondent confidentiality. |
| 2772 | S4UNGRAD | S4 Q4 GRADE LEVEL-UNGRADED | This data suppressed for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 2775 | S4TRANS | S4 Q4 GRADE LEVEL-TRANSITIONAL | This data suppressed for respondent confidentiality. |
| 2777 | S4PRE1 | S4 Q4 GRADE LEVEL-PREFIRST | This data suppressed for respondent confidentiality. |
| 2778 | S4GRADE1 | S4 Q4 GRADE LEVEL-FIRST GRADE | This data suppressed for respondent confidentiality. |
| 2779 | S4SECOND | S4 Q4 GRADE LEVEL-SECOND GRADE | This data suppressed for respondent confidentiality. |
| 2786 | S4NINTH | S4 Q4 GRADE LEVEL-NINTH GRADE | This data suppressed for respondent confidentiality. |
| 2787 | S4TENTH | S4 Q4 GRADE LEVEL-TENTH GRADE | This data suppressed for respondent confidentiality. |
| 2788 | S411TH | S4 Q4 GRADE LEVEL-ELEVENTH GRADE | This data suppressed for respondent confidentiality. |
| 2789 | S412TH | S4 Q4 GRADE LEVEL-TWELFTH GRADE | This data suppressed for respondent confidentiality. |
| 2792 | S4MAGSKL | S4 Q6B IS IT A MAGNET SCHOOL | This data suppressed for respondent confidentiality. |
| 2794 | S4BIASKL | S4 Q6D IS IT A TRIBAL SCHOOL | This data suppressed for respondent confidentiality. |
| 2795 | S4SPEDSK | S4 Q6E IS IT A SPECIAL ED SCHOOL | This data suppressed for respondent confidentiality. |
| 2800 | S4PRIVRD | S4 Q7A3 IS IT A PRIVATE ORDER | This data suppressed for respondent confidentiality. |
| 2802 | S4NAISKL | S4 Q7C PRIVATE-ACCREDITED BY NAIS | This data suppressed for respondent confidentiality. |
| 2804 | S4PVTSPD | S4 Q7E IS IT SPECIAL EDUCATION | This data suppressed for respondent confidentiality. |
| 2807 | S4EMPHAS | S4 Q9 WHAT'S THE SCHOOL EMPHASIS | This data suppressed for respondent confidentiality. |
| 2808 | S4PREK | S4 Q10 PRE-K PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2809 | S4REDDYN | S4 Q10 TRANSITIONAL PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2810 | S4KINGAR | S4 Q10 KINDERGARTEN PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2811 | S4PRE1ST | S4 Q10 PREFIRST PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2812 | S4FIR1ST | S4 Q10 1ST GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2813 | S4SEC2ND | S4 Q10 2ND GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2814 | S4THI3RD | S4 Q10 3RD GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2815 | S4FOR4TH | S4 Q10 4TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2816 | S4FIF5TH | S4 Q10 5TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2817 | S4SIX6TH | S4 Q10 6TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2818 | S4SEV7TH | S4 Q10 7TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2819 | S4ATE8TH | S4 Q10 8TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2820 | S4NIN9TH | S4 Q10 9TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2821 | S4TEN10 | S4 Q10 10TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2822 | S4ELEV11 | S4 Q10 11TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2823 | S4TWEL12 | S4 Q10 12TH GRADE PARTICIPATES | This data suppressed for respondent confidentiality. |
| 2824 | S4ASNPCT | S4 Q11A PERCENT OF ASIAN STUDENTS | This data suppressed for respondent confidentiality. |
| 2826 | S4HSPPCT | S4 Q11B PERCENT OF HISPANIC STUDENTS | This data recoded for respondent confidentiality. |
| 2828 | S4BLKPCT | S4 Q11C PERCENT OF BLACK STUDENTS | This data recoded for respondent confidentiality. |
| 2830 | S4WHTPCT | S4 Q11D PERCENT OF WHITE STUDENTS | This data suppressed for respondent confidentiality. |
| 2832 | S4INDPCT | S4 Q11E PERCENT OF AMERICAN INDIANS | This data suppressed for respondent confidentiality. |
| 2834 | S4OTHPCT | S4 Q11F PERCENT OF OTHER STUDENTS | This data recoded for respondent confidentiality. |
| 2836 | S4ELIBRK | S4 Q12A1 ELIGIBLE FOR FREE BREAKFAST | This data suppressed for respondent confidentiality. |
| 2837 | S4PARBRK | S4 Q12A2 PARTICIPATES IN BREAKFAST | This data suppressed for respondent confidentiality. |
| 2838 | S4ELILNC | S4 Q12B1 ELIGIBLE FOR FREE LUNCH | This data suppressed for respondent confidentiality. |
| 2839 | S4PARLNC | S4 Q12B2 PARTICIPATES IN FREE LUNCH | This data suppressed for respondent confidentiality. |
| 2840 | S4ELIRED | S4 Q12C1 ELIGIBLE IN REDUCED-PRICE LUNCH | This data suppressed for respondent confidentiality. |
| 2841 | S4PARRED | S4 Q12C2 PARTICIPATES IN RED-PRICE LUNCH | This data suppressed for respondent confidentiality. |
| 2850 | S4CHSRVD | S4 Q16 NUMBER SERVED BY TITLE 1 | This data recoded for respondent confidentiality. |
| 2862 | S4CHLDNM | S4 Q18 # OF CHILDREN SITE ACCOMMODATES | This data recoded for respondent confidentiality. |
| 2873 | S4INSTCM | S4 Q20A # INSTRUCTIONAL COMPUTERS | This data recoded for respondent confidentiality. |
| 2874 | S4ADMNCM | S4 Q20B # INSTRUCT/ADMIN COMPUTERS | This data recoded for respondent confidentiality. |
| 2875 | S4TOTCM | S4 Q20C TOTAL NUMBER OF COMPUTERS | This data recoded for respondent confidentiality. |

Table 7-15.—Recoded and suppressed data on the ECLS-K First-Grade Year Public-Use File (continued)

| FieldID | FieldName | FieldLabel | Comment |
|---|---|---|---|
| 2883 | S4CMNITY | S4 Q23 COMMUNITY SCHOOL IS LOCATED IN | This data recoded for respondent confidentiality. |
| 2932 | S4NMBKPT | S4 Q31 NUMBER RETAINED GRADE-1ST | This data recoded for respondent confidentiality. |
| 2937 | S4MIGRSM | S4 Q32E SUMMER MIGRANT PROGRAMS | This data suppressed for respondent confidentiality. |
| 2961 | S4NMADMN | S4 Q37A2 NUMBER OF ADMINISTRATORS | This data recoded for respondent confidentiality. |
| 2963 | S4NMTECH | S4 Q37B2 NUMBER OF TEACHERS | This data recoded for respondent confidentiality. |
| 2969 | S4NMOMDD | S4 Q37E2 NUMBER OF PARENTS | This data recoded for respondent confidentiality. |
| 2971 | S4NMREPS | S4 Q37F2 NUMBER OF REPRESENTATIVES | This data recoded for respondent confidentiality. |
| 2973 | S4NUMOTH | S4 Q37G2 NUMBER OF OTHER GROUPS | This data recoded for respondent confidentiality. |
| 2977 | S4BILING | S4 Q40 BILINGUAL SERVICES PERCENT -1ST | This data suppressed for respondent confidentiality. |
| 2978 | S4ESLONL | S4 Q40 ESL SERVICES PERCENT -1ST | This data suppressed for respondent confidentiality. |
| 2979 | S4ESLBIL | S4 Q40 ESL AND BILINGUAL PERCENT -1ST | This data suppressed for respondent confidentiality. |
| 2980 | S4YRSESL | S4 Q41A YEARS FOR ESL SERVICES-1ST | This data recoded for respondent confidentiality. |
| 2981 | S4YRSBIL | S4 Q41B YEARS FOR BILINGUAL SERVICES-1ST | This data recoded for respondent confidentiality. |
| 2982 | S4SRVBTH | S4 Q41C YRS FOR ESL & BILINGUAL SER-1ST | This data recoded for respondent confidentiality. |
| 3007 | S4FTETOT | S4 Q49 TOTAL FTE SCHOOL STAFF | This data recoded for respondent confidentiality. |
| 3008 | S4ADMFTE | S4 Q50A FTE ADMINISTRATIVE STAFF | This data recoded for respondent confidentiality. |
| 3009 | S4TCHFTE | S4 Q50B FTE CLASSROOM TEACHERS | This data recoded for respondent confidentiality. |
| 3010 | S4GYMFTE | S4 Q50C FTE GYM/DRAMA/ART TEACHERS | This data recoded for respondent confidentiality. |
| 3011 | S4TT1FTE | S4 Q50D FTE TITLE 1 TEACHERS | This data recoded for respondent confidentiality. |
| 3012 | S4AIDFTE | S4 Q50E FTE TEACHER AIDES | This data recoded for respondent confidentiality. |
| 3013 | S4SPEFTE | S4 Q50F FTE SPECIAL ED TEACHERS | This data recoded for respondent confidentiality. |
| 3014 | S4SPAFTE | S4 Q50G FTE SPECIAL ED AIDES | This data recoded for respondent confidentiality. |
| 3015 | S4ESLFTE | S4 Q50H FTE ESL-BILINGUAL TEACHERS | This data recoded for respondent confidentiality. |
| 3016 | S4ESAFTE | S4 Q50I FTE ESL-BILINGUAL AIDES | This data recoded for respondent confidentiality. |
| 3017 | S4LIBFTE | S4 Q50J LIBRARY/MEDIA SPECIALISTS | This data recoded for respondent confidentiality. |
| 3018 | S4THRFTE | S4 Q50K SPEECH/PHYSICAL THERAPISTS | This data recoded for respondent confidentiality. |
| 3019 | S4NRSFTE | S4 Q50L FTE SCHOOL NURSES | This data recoded for respondent confidentiality. |
| 3020 | S4REAFTE | S4 Q50M FTE READING SPECIALIST TCHRS | This data recoded for respondent confidentiality. |
| 3021 | S4MSCFTE | S4 Q50N FTE MATH/SCIENCE SPECIALISTS | This data recoded for respondent confidentiality. |
| 3022 | S4FRLFTE | S4 Q50O FTE FOREIGN LNG SPECIALISTS | This data recoded for respondent confidentiality. |
| 3025 | S4TEAASN | S4 Q53 % ASIAN TEACHERS | This data suppressed for respondent confidentiality. |
| 3027 | S4ETHNIC | S4 Q53 % HISPANIC/LATINO TEACHERS | This data recoded for respondent confidentiality. |
| 3029 | S4TEABLK | S4 Q53 % BLACK TEACHERS | This data recoded for respondent confidentiality. |
| 3033 | S4TEAIND | S4 Q53 % AMERICAN INDIAN TEACHERS | This data suppressed for respondent confidentiality. |
| 3090 | S4BRTHYR | S4 Q61 YEAR PRINCIPAL WAS BORN | This data recoded for respondent confidentiality. |
| 3091 | S4ORIGIN | S4 Q62 PRINCIPAL IS HISPANIC/LATINO | This data suppressed for respondent confidentiality. |
| 3092 | S4RACE1 | S4 Q63A PRINCIPAL IS AMERICAN INDIAN | This data suppressed for respondent confidentiality. |
| 3093 | S4RACE2 | S4 Q63B PRINCIPAL IS ASIAN | This data suppressed for respondent confidentiality. |
| 3094 | S4RACE3 | S4 Q63C PRINCIPAL IS BLACK | This data suppressed for respondent confidentiality. |
| 3095 | S4RACE4 | S4 Q63D PRINCIPAL IS HAWAIIAN OR PAC IS | This data suppressed for respondent confidentiality. |
| 3096 | S4RACE5 | S4 Q63E PRINCIPAL IS WHITE | This data suppressed for respondent confidentiality. |
| 3097 | S4YSTCH | S4 Q64A NUMBER OF YRS TEACHING | This data recoded for respondent confidentiality. |
| 3098 | S4TOTPRI | S4 Q64B NUMBER OF YRS AS PRINCIPAL | This data recoded for respondent confidentiality. |
| 3099 | S4PRINHR | S4 Q64C NUMBER YRS A PRINCIPAL HERE | This data recoded for respondent confidentiality. |
| 3105 | S4YRESL | S4 Q65F YEARS TEACHING ESL PROGRAM | This data recoded for respondent confidentiality. |
| 3106 | S4YRBILG | S4 Q65G YEARS TEACHING BILINGUAL ED | This data recoded for respondent confidentiality. |
| 3119 | S4EDLVL | S4 Q67 HIGHEST LEVEL OF EDUCATION | This data recoded for respondent confidentiality. |

# 8. PUBLIC-USE ELECTRONIC CODE BOOK

## 8.1    Introduction

The purpose of this guide is to provide data users of the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) specific directions for using the ECLS-K First Grade Public-Use Electronic Code Book (ECB) CD-ROM. The information in this guide provides a comprehensive tour through the ECLS-K First Grade Public-Use ECB that addresses all of the functions and capabilities of the program. These functions allow users to interact with accompanying catalogs and "view" the data in various ways by performing customized searches, queries, and extractions. The organization of this document provides a "start to finish" approach through the system beginning with the installation of the ECB, utilizing the ECB's functions, navigating through the catalogs, and performing user-specified data extractions.

The ECLS-K First Grade Public-Use ECB CD-ROM contains an ECB that allows users to easily examine the variables in both of the ECLS-K First Grade Public-Use ECB data sets. The data user can create SAS, SPSS for Windows, and STATA programs that will generate an extract data file from any of the data files on the CD-ROM. The following flat (ASCII) data files are contained on the CD-ROM:

- First Grade Child Data (child1p.dat): This data file contains all data collected in:

    - Fall-first grade

    - Spring-first grade

- Base Year School Data (school.dat)

    - Spring-kindergarten (from the ECLS-K Public-Use Base Year Electronic Code Book, NCES 2000-097, August 2000)

Additionally, the CD-ROM contains Portable Document Format (PDF) files of the first grade questionnaires and the base year school administrator questionnaire in appendix A, the record layout for each data file in appendix B, and the base year user's guide in appendix C of the ECB. A supplementary base year data file is also included in appendix D. The menu bars are described in section 8.9.

### 8.1.1 Hardware/Software Requirements

The ECB program is designed to run under Windows 95®, Windows 98®, Windows 2000®, or Windows NT® 4.0 on a Pentium-class or higher PC. The PC should also have a minimum of 20 megabytes (MB) of available disk space. The program will visually fit best on screens set to a desktop area of 800 x 600 pixels. It will still work on other screen settings, but it may not make the best use of the available screen space. You can check/set your desktop area as follows:

1.    Click on the Windows Start button.

2.    Select the Settings menu and then the Control Panel folder icon.

3.    In the Control Panel window, click on the Display icon.

4.    Select the Settings tab.

5.    Set the Desktop Area to 800 x 600 pixels with the Desktop Area slidebar.

The ECB requires approximately 20 MB of available disk space on your hard drive. If 20 MB of space is not available, you may wish to delete unnecessary files from the drive to make space for the ECB.

### 8.1.2 ECLS-K First Grade Public-Use Electronic Code Book Features

The ECLS-K First Grade ECB allows a user to:

■    Search the names and labels of variables in the databases (called catalogs) to select variables for analysis (see section 8.3, Variable List).

■    Examine the question wording, response categories, and response frequencies for variables the user selects (see section 8.4.9, Viewing Code Book and Variable Information).

■    Create a list of variables to be extracted from the catalog, save the list for later use, print the list as a code book, or use a predefined list on the ECB (see section 8.4, Working Taglist).

■    Automatically generate SAS, SPSS for Windows, or STATA programs to extract selected variables from the whole data set or for a subset of the cases that are defined by the user (see section 8.5, Extracting Data from the ECB).

The ECLS-K First Grade Public-Use ECB does not create a SAS, SPSS for Windows, or STATA data file. It will prepare the statements that you can use with your own SAS, SPSS for Windows, or STATA software to create your file. As noted earlier, the CD-ROM contains both ASCII data sets that the ECB uses to extract specific subdata files. The CD-ROM must be in the drive for the data to be extracted.

## 8.2 Installing, Starting, and Exiting the ECLS-K First Grade Public-Use Electronic Code Book

The ECLS-K First Grade Public-Use ECB is provided on a CD-ROM and is intended to be installed and run from within the Windows 95 (or any later version of Windows) environment. The sections in this chapter provide you with step-by-step instructions for installing the program on your PC, starting the program, and exiting the program once you have completed your tasks.

If you installed the ECLS-K First Grade Public-Use ECB on your PC before, you have to uninstall the old program before installing this version. For details of how to remove the ECB program from your PC, please see section 8.2.4.

## 8.2.1 Installing the ECLS-K First Grade Public-Use Electronic Code Book Program on Your Personal Computer

Program installation is initiated by running the Setup.exe file found within the CD-ROM's root directory.

**How to Install the Program:**

1.   Close all applications on your computer.

2.   Insert the installation CD-ROM into your PC's CD-ROM drive.

3.   From the desktop Start menu, select Run.

4.   Type "D:\Setup.exe" into the "Open" field of the Run screen, shown in figure 8-1. If your CD-ROM drive is assigned a different drive letter, substitute it for the "D."

Figure 8-1.—Windows Run screen
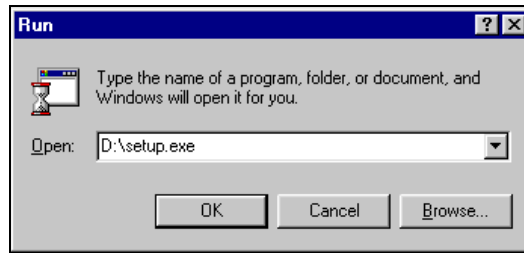


5.      Click on the OK button to start the installation. You will now see several installation screens, some of which will prompt you for a response.

Depending on your PC's configuration, you may encounter warning messages during installation. To respond, always keep the newer version of a file being copied and ignore any access violation occurred during file copying.

If you are installing multiple ECB (not different versions of the same ECB) on your PC, you may receive a message warning that setup is about to replace pre-existing files. To respond, always insists to continue the installation although the default is to cancel the setup. When you get a followup message to confirm whether the installation should be continued, press "Yes" to continue although the default is "No."

6.      The screen shown in figure 8-2 indicates that the setup is being prepared.

Figure 8-2.—InstallShield Wizard
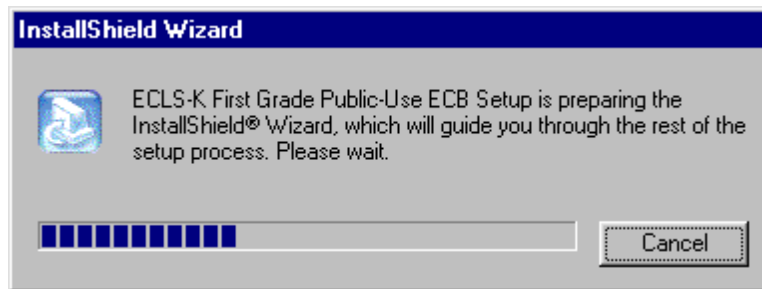


7.      You will be prompted to continue with the installation in the Welcome window shown in figure 8-3. Click on the Next button to continue.

Figure 8-3.—Welcome window
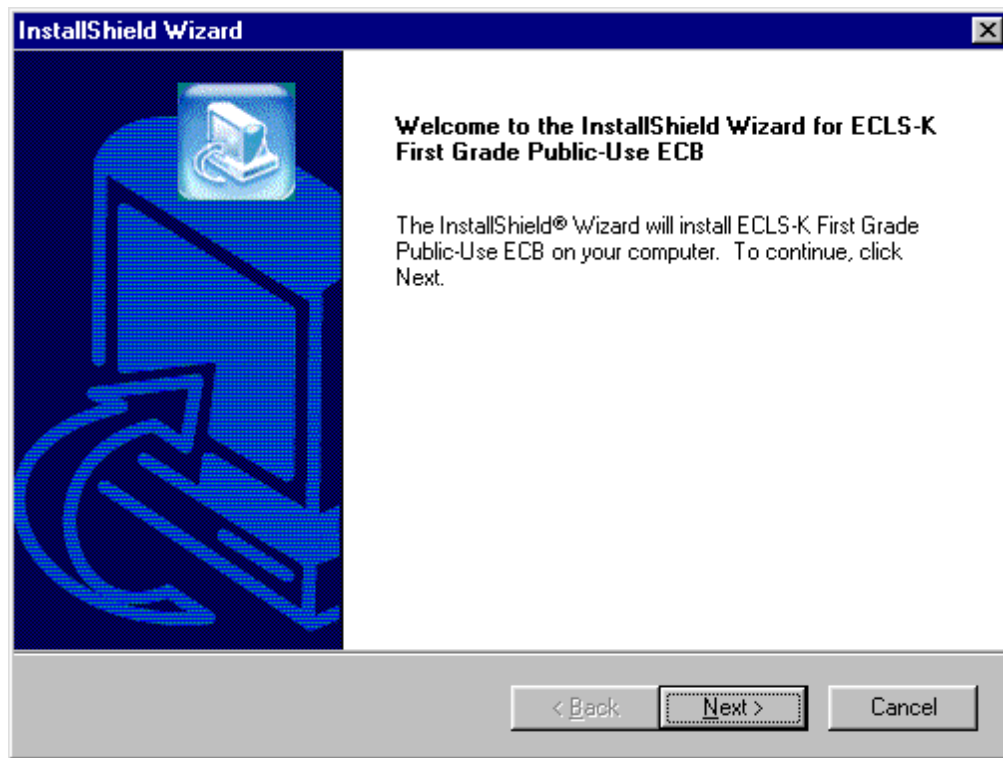


8.    When you continue, you will be prompted to choose a destination location for the installation in the window shown in figure 8-4. If you wish to change the destination location, click on the Browse button to change the directory. Click on the Next button when the desirable destination folder is shown.

Figure 8-4.—Choose Destination Location
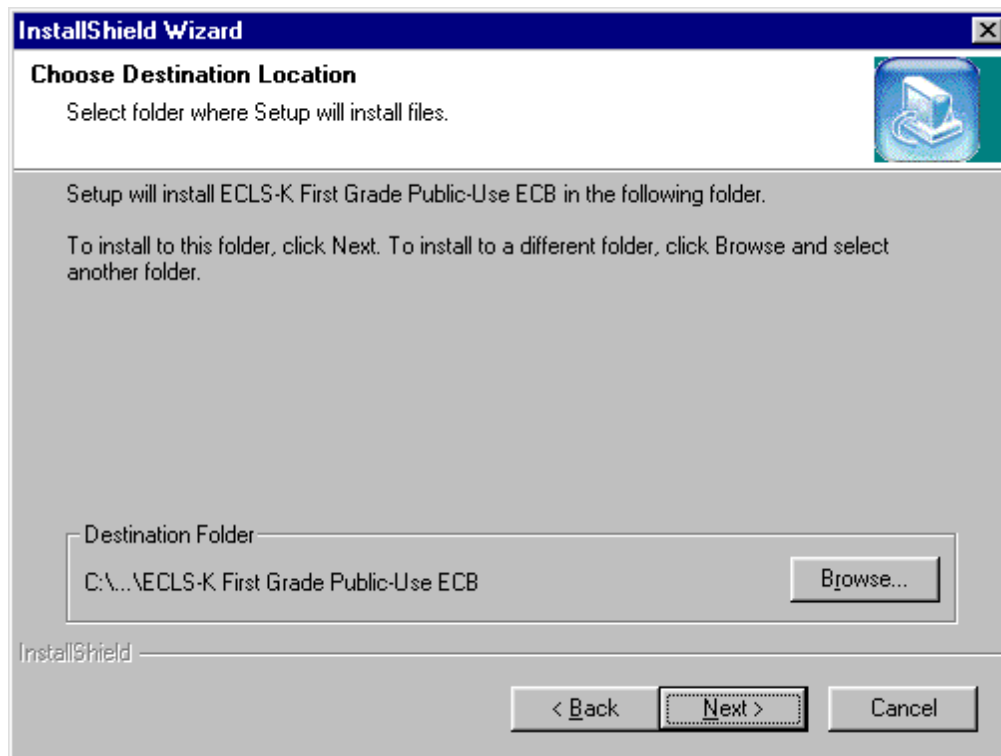
9. Setup will then start installing files. Figure 8-5 shows the setup status.

Figure 8-5.—Setup Status
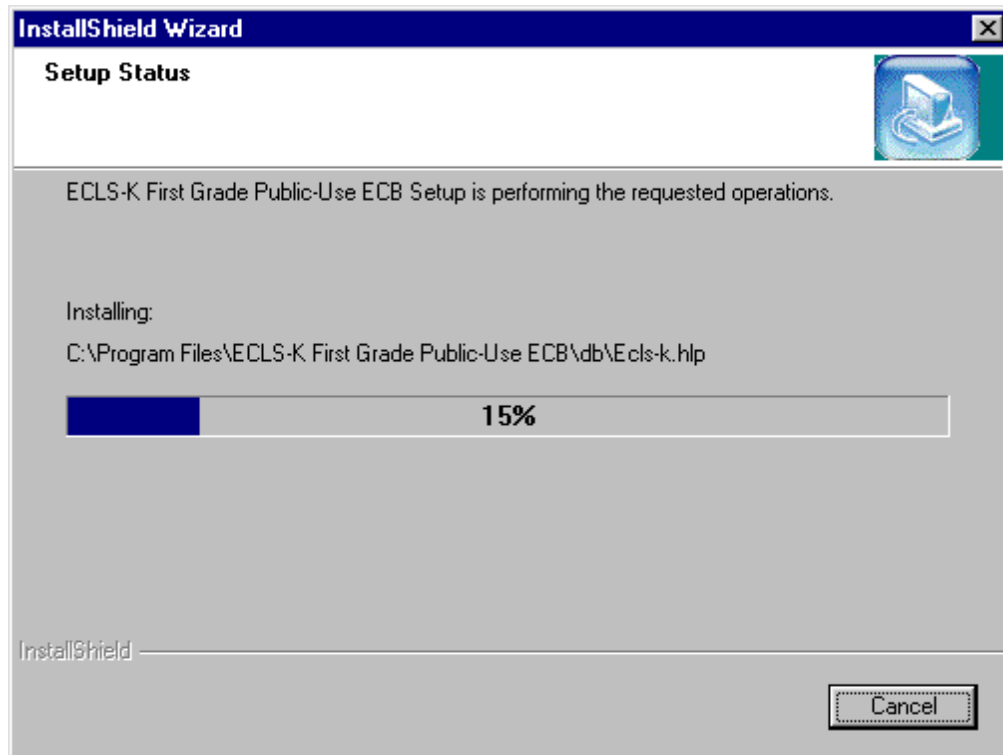
10. Once the installation is completed, the InstallShield Wizard Complete window shown in figure 8-6 will appear. Click on the Finish button to finish the process and return to your PC's desktop.

Figure 8-6.—InstallShield Wizard Complete
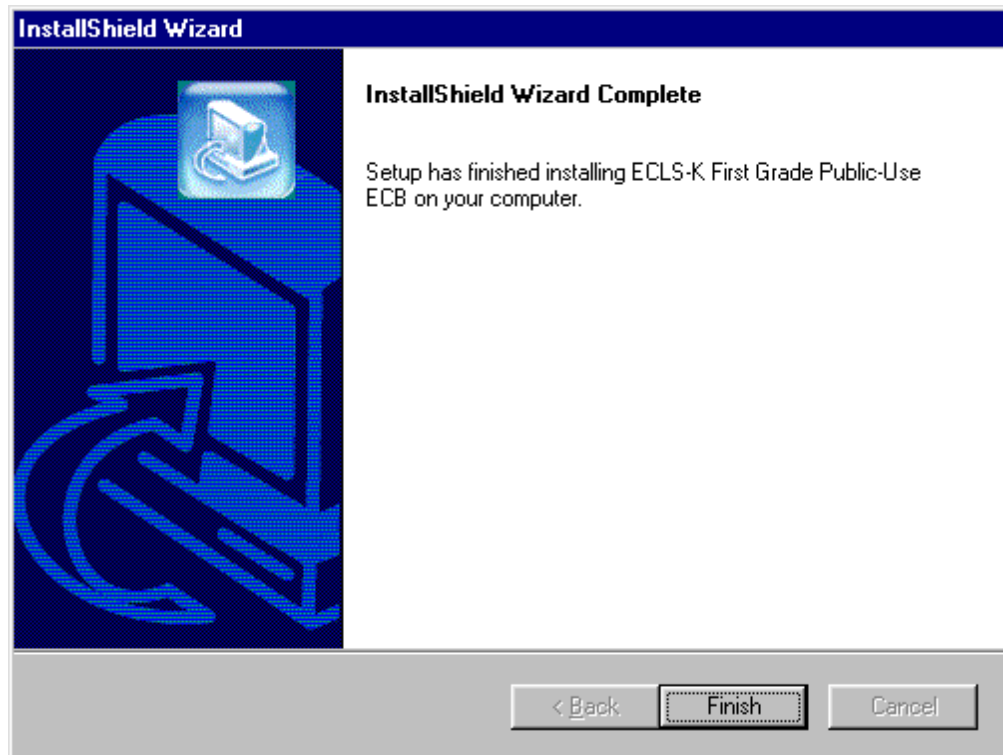


11. The installation process should take about a minute, depending on the speed of the computer on which the ECB is being installed.

The other option would be to go to the Start menu and go to Settings. Select Control Panel and select Add/Remove Programs from the options. Click on the Install button and follow directions. Make sure the ECLS-K First Grade Public-Use ECB CD-ROM is in the CD-ROM drive before starting. The program will automatically find the file Setup.exe in the CD-ROM and begin installation. The process will begin at point 5 in the section above.

**8.2.2**       **Starting the ECLS-K First Grade Public-Use Electronic Code Book**

Now that you have installed the ECLS-K First Grade Public-Use ECB on your PC, you can start the program by simply selecting it from the Windows Start, Programs Menu, ECLS-K First Grade Public-Use ECB.

**How to Start the ECB:**

1.     On the desktop screen (figure 8-7b), click on the Start button and then point to Programs. Click on the ECLS-K First Grade Public-Use ECB title to invoke the program. Alternatively, click on the ECLS-K First Grade Public-Use desktop icon (figure 8-7a) shown below to invoke the program.

Figure 8-7a.—Desktop icon

Figure 8-7b.—Desktop screen—click start
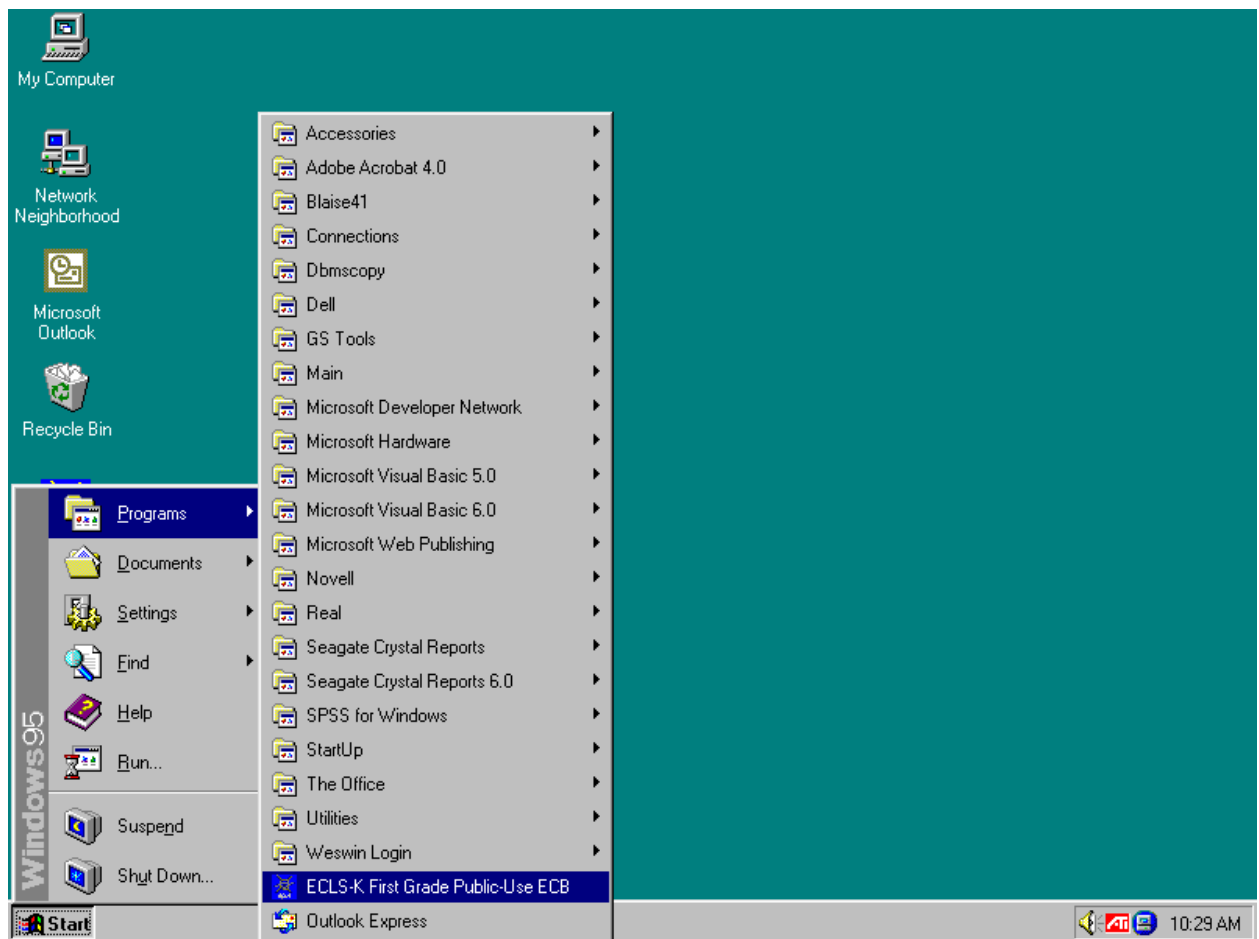


2.    If you are a first-time user of the ECLS-K First Grade Public-Use ECB, figure 8-8 will display and ask if you are a new ECB user.

Figure 8-8.—First-time user dialog box
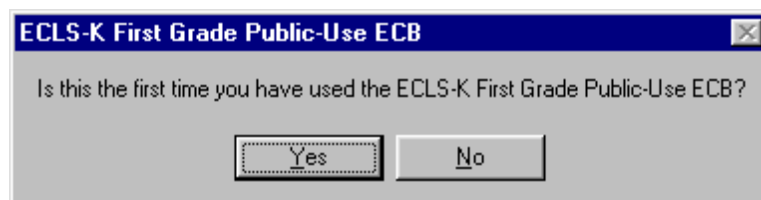


3.    Click Yes if you are a first-time user. The ECLS-K First Grade Public-Use ECB splash-screen shown in figure 8-9 will display.

Figure 8-9.—ECLS-K First Grade Electronic Code Book splash screen
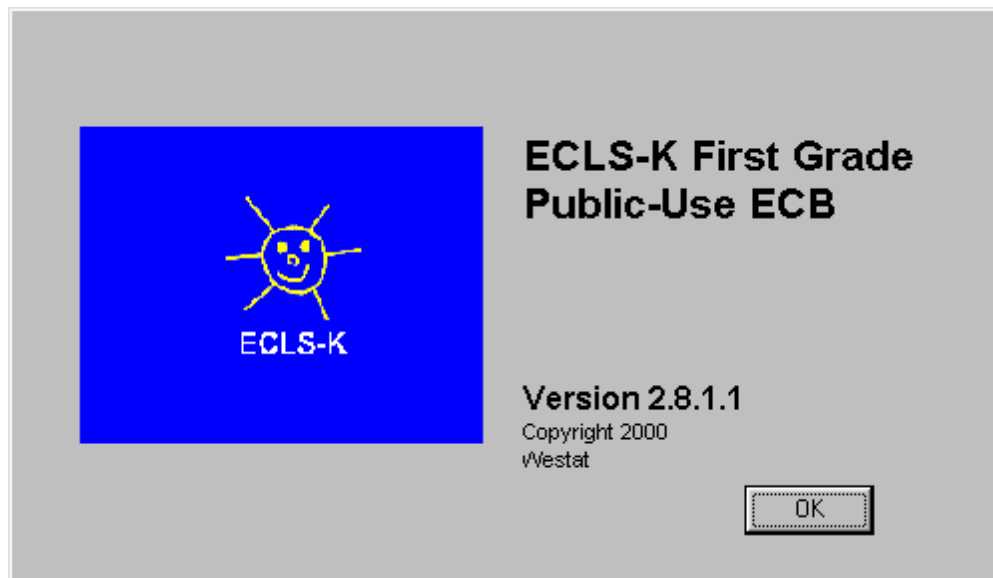


4.    On the Select Catalog screen (figure 8-10), highlight the catalog you want to work
       with.

Figure 8-10.—Select Catalog screen
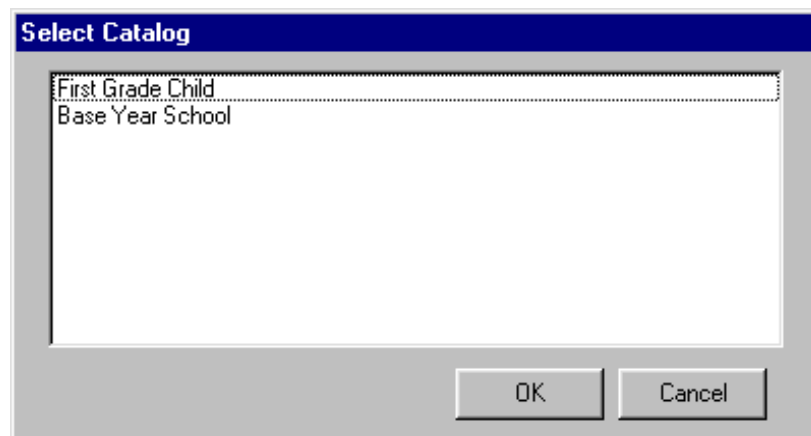


5.    Click OK to open the Main ECB screen, shown in figure 8-11.

Figure 8-11.—Main electronic code book screen
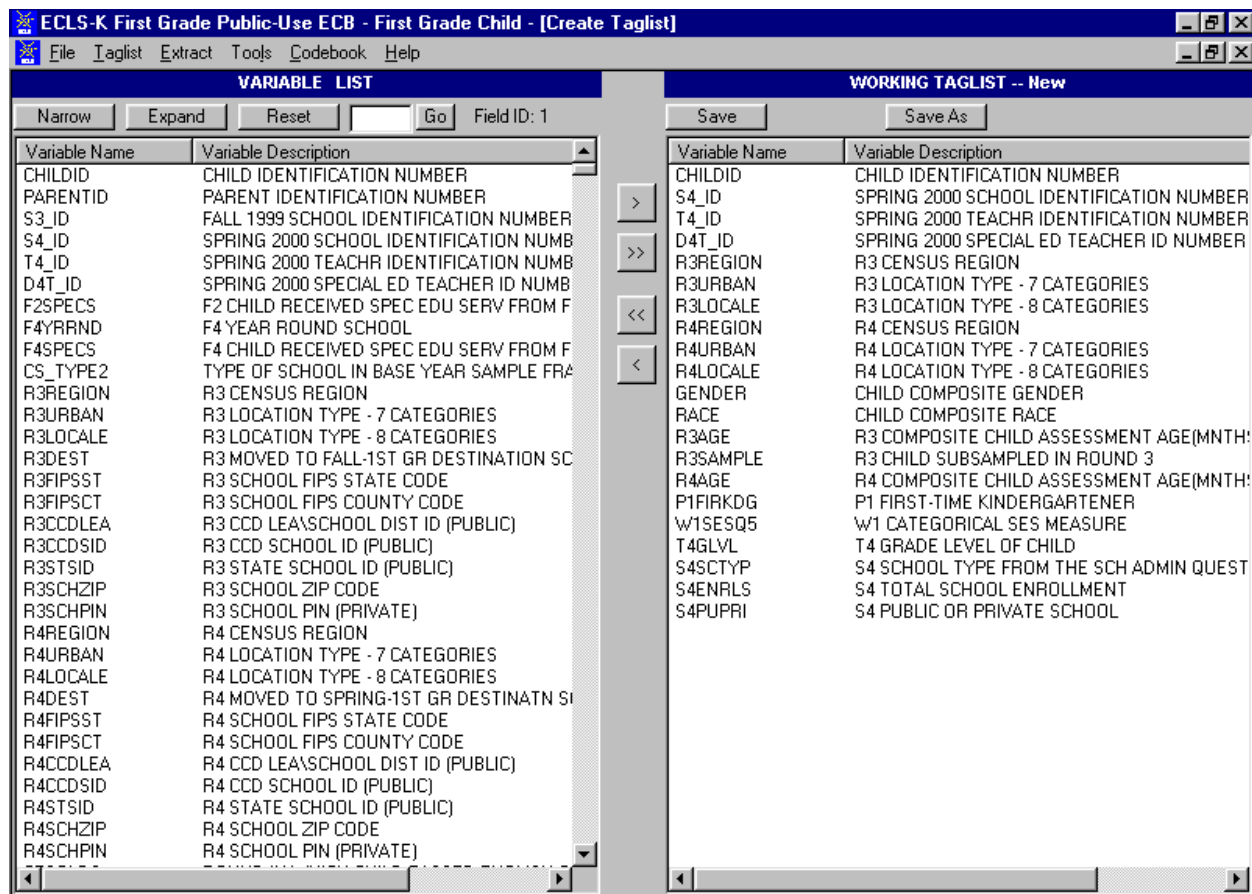


6. You are now ready to use the functions of the ECLS-K First Grade Public-Use ECB as described in the following sections.

### 8.2.3 Exiting the ECLS-K First Grade Public-Use Electronic Code Book

The ECLS-K First Grade Public-Use ECB can be shut down at any time; however, you will be prompted to save any unsaved information.

**How to Shut Down the ECB:**

1. From the File menu, click on the Exit option as shown in figure 8-12.

Figure 8-12.—Exit screen
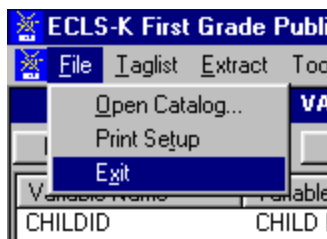


2. If you have not saved your Working Taglist, you will be prompted with the dialog box shown in figure 8-13.

Figure 8-13.—Save working taglist dialog box
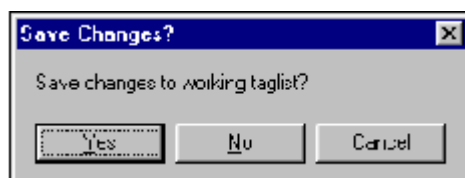


3. If you DO NOT wish to save your Working Taglist, click on the No button. If you DO wish to save your Working Taglist, click on the Yes button. For more information, refer to section 8.4.4, Saving Taglists.

**8.2.4    Removing the Electronic Code Book Program From Your Personal Computer**

**How to Uninstall the ECB:**

1. Click on the Windows Start button.

2. Select the Settings menu.

3. In the Control Panel window, click on the Add/Remove Programs.

4. Select "ECLS-K First Grade Public-Use ECB" and click on the "Add/Remove button."

5.      Follow any prompts. You will be prompted by the InstallShield Wizard to confirm the uninstallation and finish the process.

6.      It is designed that the uninstallation will keep the taglists when the ECB program is uninstalled in order that all the saved taglists will be retained when the ECB is reinstalled. As a result, the uninstallation will not remove the directory where the ECB was.

### 8.2.5        Title Bar

The Title Bar, shown below in figure 8-14, is the horizontal bar located at the top of the main screen. It will list the name of the program and the catalog that you have opened, and it will indicate that you are in the "Create Taglist" mode.

Figure 8-14.—Title Bar



### 8.2.6        Menu Bar

Selecting items from the pull-down menus listed on the Menu Bar (figure 8-15) provides access to the available action commands. Section 8.9 shows the choices and functions available within each menu.

Figure 8-15.—Menu Bar
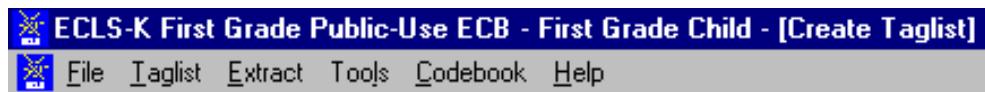


**How to Access the Menu Bar Items:**

1.      Point to an item on the Menu Bar and click.

2.      Click on a command from the drop-down list.

The Menu Bar may also be activated and its options selected using the shortcut keys described in section 8.2.7.

### 8.2.7 Using Shortcut Keys to Navigate

The shortcut keys provide a means for selecting menu options and screen buttons without the use of a mouse. These shortcut keys are identified by an <u>underscore</u> under the shortcut letter within the option or button label.

The menus that appear on the windows are activated by simultaneously selecting the <ALT> key and the <u>underscored</u> letter. An example of this is the activation of the Taglist Menu by selecting the key combination of <ALT>-<T>. Once the menu is activated and all options are displayed, the options can be selected by then pressing the underscored letter for the desired option or by pressing the arrow keys to move between the options.

Not all screens have shortcut keys. They may, however, be used without mouse capability by pressing the <TAB> key. The <TAB> key moves the cursor or highlight through the options and buttons within the windows. When the desired option or button is highlighted, it can be selected by pressing the <ENTER> key.

### 8.3 Variable List

The ECLS-K First Grade Public-Use ECB main screen, shown in figure 8-16, comprises two primary lists that each provide functions for reviewing, grouping, and extracting variable data from the opened catalog. These lists include the Variable List and the Working Taglist.

Figure 8-16.—ECLS-K First Grade Electronic Code Book main screen
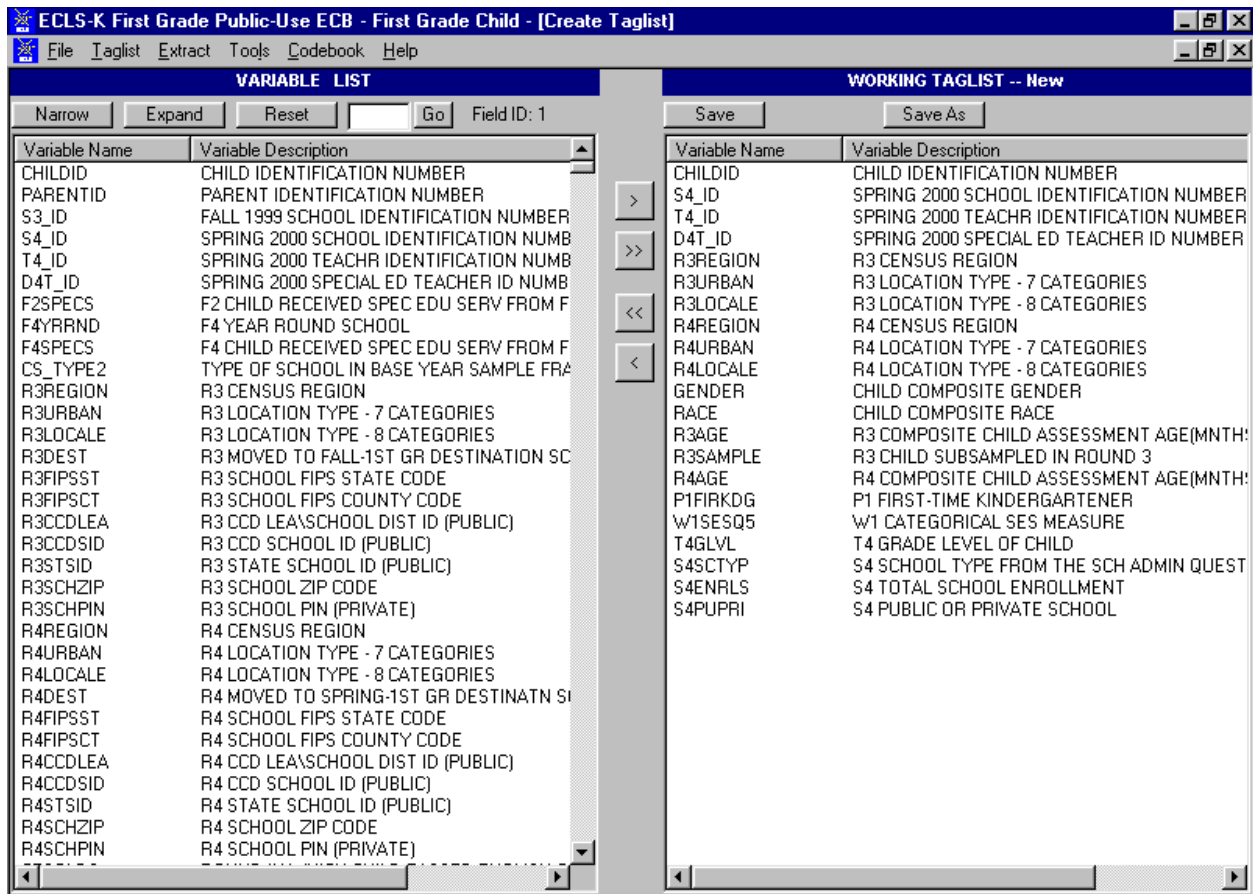


The Variable List, shown in figure 8-17, is a list of all variables associated with the current catalog. For the ECLS-K First Grade Public-Use ECB, you can open the first grade child or base year school catalog. When you first open a catalog, all variables contained in the catalog are displayed in the Variable List. Once the catalog is open and the Variable List is displayed, you can scroll through the list using the scrollbar controls at the right side of the Variable List screen. Additionally, you can press <PgUp> and <PgDn> to scroll the list one screen at a time. <Ctrl><Home> and <Ctrl><End> will move to the first and last variable in the list, respectively. Also, the arrow keys can be used to move through the list of variable names.

The "Field ID" at the upper right corner of the Variable List shows the field ID of the selected variable on the Variable List.

Figure 8-17.—Variable List



The Variable List provides you with a comprehensive means of reviewing and identifying the variables that you want to use. To help you select the desired variables, the ECB provides you with the following capabilities:

- Perform searches of variable names and descriptions (see section 8.3.1);

- View code book information for each variable (see section 8.4.9); and

- Move selected variables to a Working Taglist (see section 8.4.2).

**8.3.1     Searching the Code Book for Variables**

The ECB allows you to search a catalog's Variable List for variables meeting criteria you specify. The Narrow Search and Expand Search functions are used to develop and refine the variables listed in your Variable List before adding them to your Working Taglist. Help screens were designed for each catalog to expedite searching. The help screen for the child catalog is provided in table 8-7 and for the school catalog in table 8-13.

**8.3.1.1     Using the "Go" Button**

Using the "Go" button, located at the top of the Variable List column, allows you to quickly move to a particular variable in the Variable List. You use the field ID presented in the help screens described earlier.

**How to Use the GO Button:**

1.     Type the field ID in the input box on the left of the "Go" button.

2.     Click on the "Go" button.

3.     The Variable List will then scroll down automatically to show the selected variable.

4.     The selected variable is highlighted.

5.     The field ID of the current variable selected is showed on the right of the "Go" button (figure 8-18).

6.     Click the Reset button to return to the top of the original Variable List (Field ID 1) or enter another field ID to scroll to another variable

Figure 8-18.—"Go" button
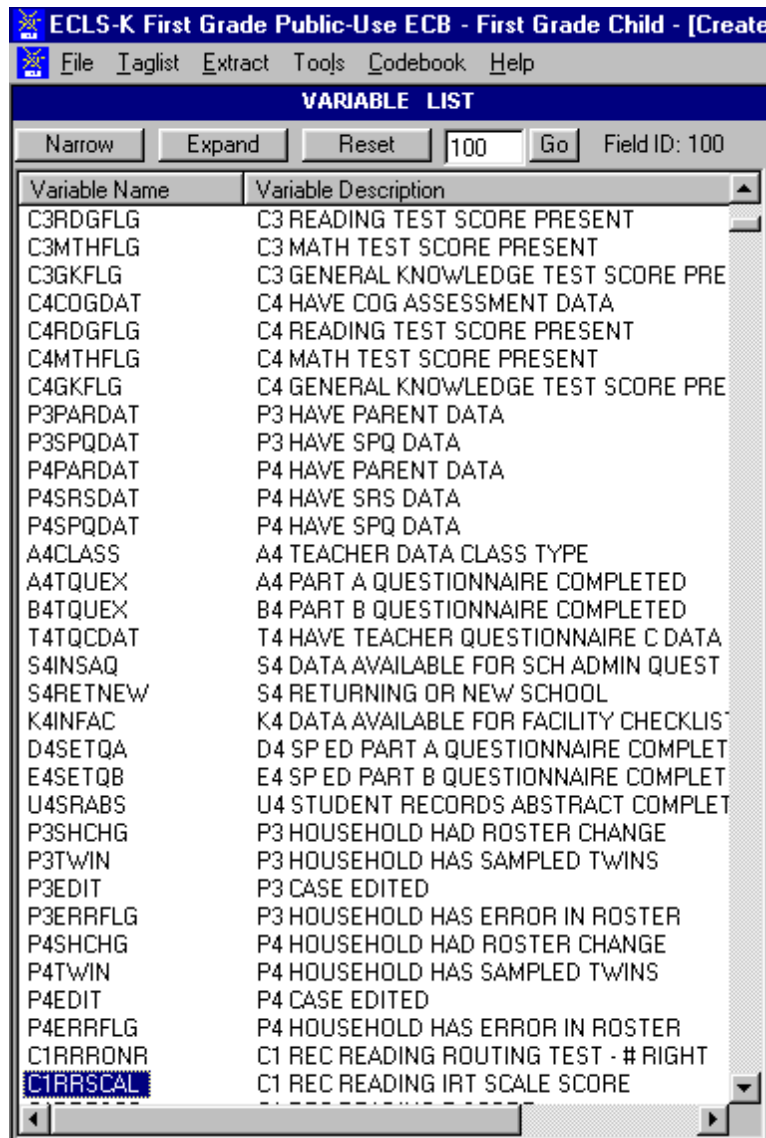


        For field IDs that identify different groups of variables, please refer to table 8-7 for first grade child catalog topical variable groupings and table 8-13 for base year school catalog topical variable groupings.

        The "Go" button will not be available in narrowed or expanded list. After a Narrow Search or an Expand Search, you have to reset the Variable List (see section 8.3.1.4) before you can use the "Go" button.

The "Field ID" remains active in narrowed or expanded list. However, the field IDs indicate the order of the variables in the catalog rather than that in the Variable List. As a result, the field IDs would not change in narrowed or expanded list.

**8.3.1.2      Narrowing Your Variable Search**

The Narrow Search function can be used to narrow the list of variables displayed in the Variable List. Since some catalogs have several thousand variables, this feature helps eliminate the variables that do not apply to your analysis. In performing the Narrow Search, you can enter key characters, words, or phrases as your criteria for searching the variable names, variable descriptions, or both. Use the keywords in the "Variable Identifier" column in tables 8-7 or 8-13 to search the first grade child or base year school catalog variables, respectively, by variable description. If "(Variable Name)" appears under the variable in the "Variable Identifier" column, you must search by variable name. Also, the Narrow Search can be performed multiple times allowing you to repeatedly refine the list of variables displayed in the Variable List column.

Performing the Narrow Search function will only narrow down the variables listed in the Variable List window and will not affect those in the Working Taglist window.

**How to Conduct a Narrow Search:**

1.      Click on the Narrow button located above the Variable List window.

2.      The Narrow Search dialog box appears as shown in figure 8-19.

Figure 8-19.—Narrow Search Text dialog box
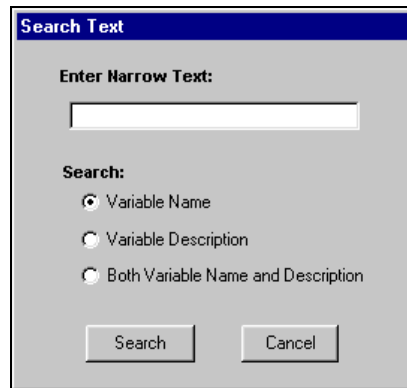


3.    Enter a key character string, word, or phrase in the Enter Narrow Text: field. Character strings can include a single alphanumeric character or a sequence of several characters. The search is not case sensitive. The results returned will be all entries that contain that exact sequence of letters, numbers, spaces, and words.

4.    Click in the Variable Name, Variable Description, or Both Variable Name and Description radio button to specify where to search.

5.    Click on the Search button to initiate the search.

6.    The variables meeting the specified criteria will be displayed in the Variables List column.

If no variable names or descriptions in the catalog contain the specified search text, then the message shown in figure 8-20 will appear.

Figure 8-20.—No Matches Found message
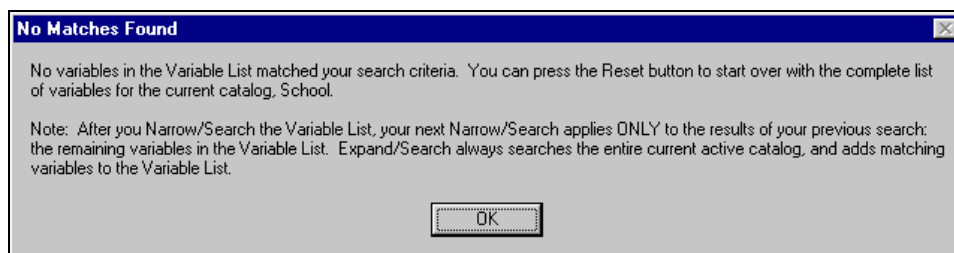


7.    Repeat the Narrow Search procedure if necessary.
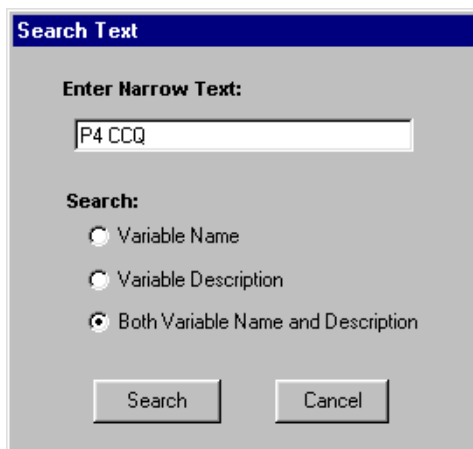
Please note that the field ID at the upper right corner of the Variable List reflects the order of the variables in the catalog rather than that in the narrowed Variable List.

**Example of Narrowing a Search**

The following example shows you how to narrow the Variable List. In this example, you want to include the childcare variables in the Spring-First Grade Parent Interview. This is what you need to do:

1.  Go to table 8-7, Child Catalog Topical Variable Groupings.

2.  Look for "Spring-First grade PI: Child Care" in the "Topic" column.

3.  We will find the matching keywords in the "Variable Identifier" column to be "P4 CCQ."

4.  In the Variable List, click in the "Narrow" button.

5.  In the Search Text Box (shown in figure 8-21), type in "P4 CCQ" and then click on the "Search" button.

Figure 8-21.—Example of narrowing a search



6.  The new Variable List will include only the childcare variables in the spring-first grade parent interview.

**8.3.1.3    Expanding Your Variable Search**

The Expand Search function can be used to expand a previously narrowed list of variables displayed in the Variable List. After performing a Narrow Search operation, you can add variables to your current Variable List that meet your specified criteria. In performing the Expand Search, you can enter

key characters, words, or phrases as your criteria for searching the variable names, variable descriptions, or both. Also, the Expand Search can be performed multiple times, allowing you to repeatedly expand the list of variables displayed in the Variable List column.

Performing the Expand Search function will only expand the variables listed in the Variable List window and will not affect those in the Working Taglist window.

**How to Conduct an Expand Search:**

1.  Click on the Expand button located above the Variable List window.

2.  The Expand Search dialog box will appear as shown in figure 8-22.

Figure 8-22.—Expand Search Text dialog box
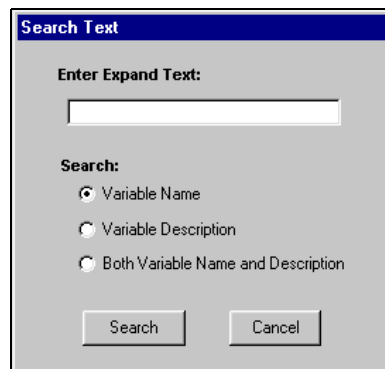


3.  Enter a key character string, word, or phrase in the Enter Expand Text: field. Character strings can include a single alphanumeric character or a sequence of several characters. The search is not case sensitive. The results returned will be all entries that contain that exact sequence of letters, numbers, spaces, and words.

4.  Click in the Variable Name, Variable Description, or Both Variable Name and Description radio button to specify where to search.

5.  Click on the Search button to initiate the search.

6.  The variables meeting the specified criteria will be added to the variables already displaying in the Variables List column.

If no variable names or descriptions in the catalog contain the specified search text, then the message shown in figure 8-23 will appear.

Figure 8-23.—No Matches Found message
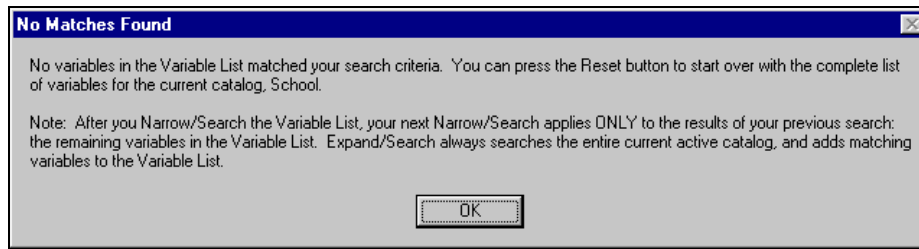


7.      Repeat the Expand Search procedure if necessary.

Please note that the field ID at the upper right corner of the Variable List reflects the order of the variables in the catalog rather than that in the expanded Variables List.

## 8.3.1.4      Resetting Your Variable List

Following a narrowing or expanding of the Variable List as described earlier, it is possible to reset the list to display ALL of the variables available in the catalog. The Variable List is reset by clicking on the Reset button located at the top of the Variable List column. Resetting the Variable List does not affect the variables listed in the Working Taglist.

## 8.4      Working Taglist

The Working Taglist, shown in figure 8-24, displays a list of variables that are currently selected or tagged for extraction. All Working Taglists contain a set of variables, called required variables, that will be automatically included in all data files that the user creates. For each catalog in the ECLS-K First Grade Public-Use ECB, the required variables provide a foundational data set upon which other variables rely. These required variables cannot be untagged or deleted from the Working Taglist by the user. When a catalog is first opened, the default Working Taglist consists of only the required variables for that catalog. (See table 8-5 for the first grade child catalog and table 8-11 for the base year school catalog.) To create a taglist, add the variables you have selected to the required variables.

Figure 8-24.—Electronic code book Working Taglist



| Variable Name | Variable Description |
|---|---|
| CHILDID | CHILD IDENTIFICATION NUMBER |
| S4_ID | SPRING 2000 SCHOOL IDENTIFICATION NUMBER |
| T4_ID | SPRING 2000 TEACHR IDENTIFICATION NUMBER |
| D4T_ID | SPRING 2000 SPECIAL ED TEACHER ID NUMBER |
| R3REGION | R3 CENSUS REGION |
| R3URBAN | R3 LOCATION TYPE - 7 CATEGORIES |
| R3LOCALE | R3 LOCATION TYPE - 8 CATEGORIES |
| R4REGION | R4 CENSUS REGION |
| R4URBAN | R4 LOCATION TYPE - 7 CATEGORIES |
| R4LOCALE | R4 LOCATION TYPE - 8 CATEGORIES |
| GENDER | CHILD COMPOSITE GENDER |
| RACE | CHILD COMPOSITE RACE |
| R3AGE | R3 COMPOSITE CHILD ASSESSMENT AGE(MNTH! |
| R3SAMPLE | R3 CHILD SUBSAMPLED IN ROUND 3 |
| R4AGE | R4 COMPOSITE CHILD ASSESSMENT AGE(MNTH! |
| P1FIRKDG | P1 FIRST-TIME KINDERGARTENER |
| W1SESQ5 | W1 CATEGORICAL SES MEASURE |
| T4GLVL | T4 GRADE LEVEL OF CHILD |
| S4SCTYP | S4 SCHOOL TYPE FROM THE SCH ADMIN QUEST |
| S4ENRLS | S4 TOTAL SCHOOL ENROLLMENT |
| S4PUPRI | S4 PUBLIC OR PRIVATE SCHOOL |

## 8.4.1 Opening A Taglist

The ECLS-K First Grade Public-Use ECB allows you to open a predefined or previously saved taglist and display it in the Working Taglist column. Taglists, however, are saved as part of a particular catalog and can only be opened as part of the associated catalog.

**How to Open a Taglist:**

1. Open a catalog.

2.      Select Open from the Taglist pulldown menu.

3.      The Open Taglist dialog box, shown in figure 8-25, appears.

Figure 8-25.—Open Taglist dialog box
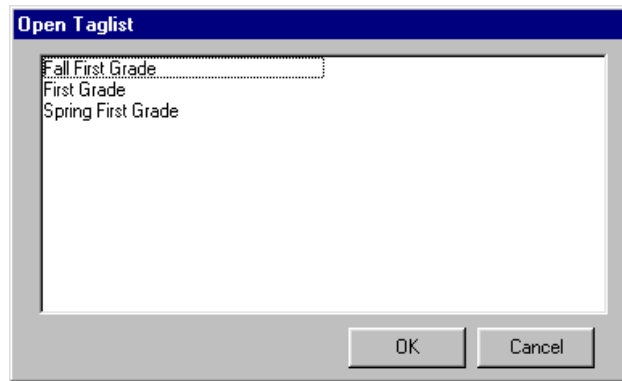


4.      Highlight the taglist that you wish to open.

5.      Click on the OK button.

If you have made modifications to the taglist currently open in the Working Taglist column, you will be prompted to save your changes.


## 8.4.2      Adding Variables to the Working Taglist

Variables can be added to your Working Taglist after you have identified the variables in the ECB's catalog that you want to extract. The user-selected variables can be added to the Working Taglist by selecting one of the two command buttons described in table 8-1 below. The Working Taglist may also have variables added to it from a previously saved taglist. When moving or adding variables to the Working Taglist, the ECB will not permit variables to be listed multiple times. This is an automatic feature of the ECLS-K First Grade Public-Use ECB.

Table 8-1.—Add variables buttons

| Command Button | Description |
|---|---|
| > | The Tag button moves variables that are selected in the Variable List to the Working Taglist for extraction. |
| >> | The Tag All button moves all variables in the Variable List to the Working Taglist for extraction. |

Multiple variables can be selected by using the Microsoft Windows[©] techniques of:

■    Simultaneously pressing the <SHIFT> + Up/Down arrow keys; or

■    Pressing <CTRL> + left-mouse clicking on the items to be selected (or deselected). Also, <SHIFT> + left-mouse clicking extends the selection to include all list items between the current selection and the location of the click.

**How to Add Variables to a Working Taglist:**

1.    Highlight the variable(s) in the Variables List that you wish to add. (See Microsoft Windows[©] techniques discussed earlier.)

2.    Click on the Tag button, and the selected variables are added to your Working Taglist. To add all variables from the catalog displayed in the Variable List window to your Working Taglist, click on the Tag All button.

**How to Add Variables from Another Taglist:**

1.    Click on the Taglist pulldown menu to display the menu options.

2.    Select the Add option to display a list of previously saved taglists, shown in figure 8-26.

Figure 8-26.—Add Taglist dialog box

**Add Taglist**

Fall First Grade
First Grade
Sample Taglist #1
Sample Taglist #2
Sample Taglist #3
Sample Taglist #4
Spring First Grade

OK    Cancel
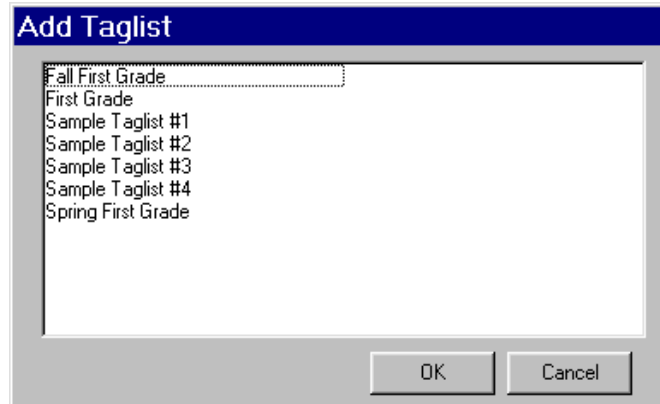
3.    Highlight the saved taglist whose variables you wish to add to your Working Taglist.

4.    Click on the OK button.

5.    The new variables are added to your Working Taglist.

## 8.4.3        Removing Variables from the Working Taglist

Variables are removed from your Working Taglist by selecting one or more of the nonrequired variables and clicking one of the two command buttons described in table 8-2. All variables can be removed by clicking on the Untag All button. All but the required variables will be deleted from your Working Taglist. Required variables are variables that are automatically extracted for all user-created files and cannot be removed from the taglist by the user.

Table 8-2.—Remove variables buttons

| Command Button | Description |
|---|---|
| < | The Untag button removes variables that are selected from the Working Taglist. |
| << | The Untag All button removes all non-required variables from the Working Taglist. |

Attempting to remove or untag required variables from the Working Taglist is not permitted by the ECLS-K First Grade Public-Use ECB. A message will display indicating that the required variable cannot be untagged.

**How to Untag Variables from the Working Taglist:**

1.    Highlight the variable(s) in the Working Taglist that you wish to remove. (See Microsoft Windows$^{©}$ techniques discussed in previous page.)

2.    Click on the Untag button, and the selected variables are removed from your Working Taglist. To remove all nonrequired variables from the Working Taglist, click on the Untag All button.

**8.4.4        Saving Taglists**

The ECLS-K First Grade Public-Use ECB has the ability to save the newly created or modified taglist displayed in the Working Taglist column. Taglists can be saved either under the name already assigned or under a new name. If you have opened a new taglist and have not yet assigned it a name, you will be presented with the Save As dialog box. If you have opened a predefined taglist and have made modifications to it, you must save the modified taglist to a new name. You will also be prompted to save your Working Taglist changes if you attempt to close the catalog or if you open or import another taglist.

**How to Save a <u>New</u> Taglist:**

1.    Complete any changes you wish to make to the new taglist.

2.    Click on the Save or Save As button above the Working Taglist column. You can also select the Save or Save As options from the Taglist pulldown menu.

3.    The Save Taglist As dialog box appears as shown in figure 8-27.

Figure 8-27.—Save Taglist As dialog box
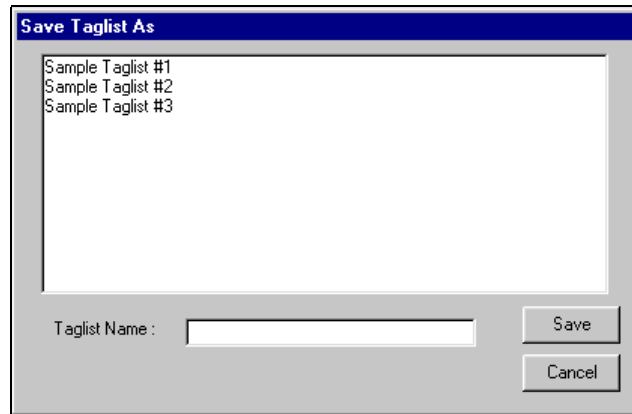


4.      Enter the new name for the taglist in the Taglist Name: field.

5.      Click on the Save button.

6.      The newly assigned taglist name now appears in the Working Taglist header bar.

        If a name that already exists is entered, you will be prompted to replace the old taglist with the new taglist. Click "YES" only if you wish to replace the old taglist with the new taglist.

### How to Save an Existing Taglist Under a New Name:

1.      Complete any changes you wish to make to the existing taglist.

2.      Click on the Save As button above the Working Taglist column. You can also click on the Taglist pulldown menu and select the Save As option.

3.      The Save Taglist As dialog box appears, shown in figure 8-28, with the current taglist name in the Taglist Name: field.

Figure 8-28.—Save Taglist As dialog box (#2)
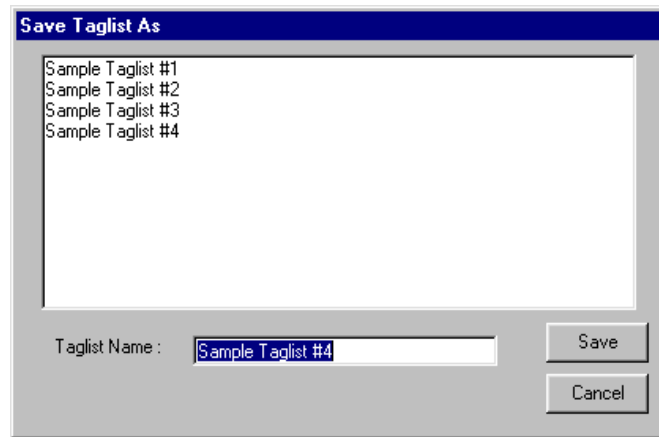


4.    Enter the new name of the taglist in the Taglist Name: field.

5.    Click on the Save button.

6.    The newly assigned taglist name now appears in the Working Taglist header bar.

If a name that already exists is entered, you will be prompted to replace the old taglist with the new taglist. Click "YES" only if you wish to replace the old taglist with the new taglist or enter a unique name.

**8.4.5    Exporting Taglists**

Taglists can be saved as external files (*.tlt) for distribution. However, the exported files should be accessed only through the ECBs. Manually modifying the files outside the ECB is not recommended.

**How to export a taglist:**

1.    Add to the Working Taglist all the variables that you would like to export.

2.    Click on the Taglist pulldown menu and select the Export option.

Figure 8-29.—Pull-down menu to select Taglist Export
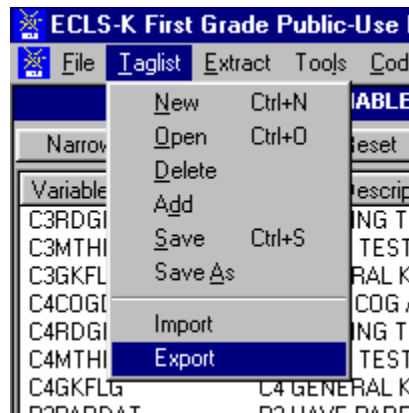


3.    The Export Working Taglist To dialog box appears.

4.    Enter the file name you would like to save the taglist to.

Figure 8-30.—Export Taglist dialog box
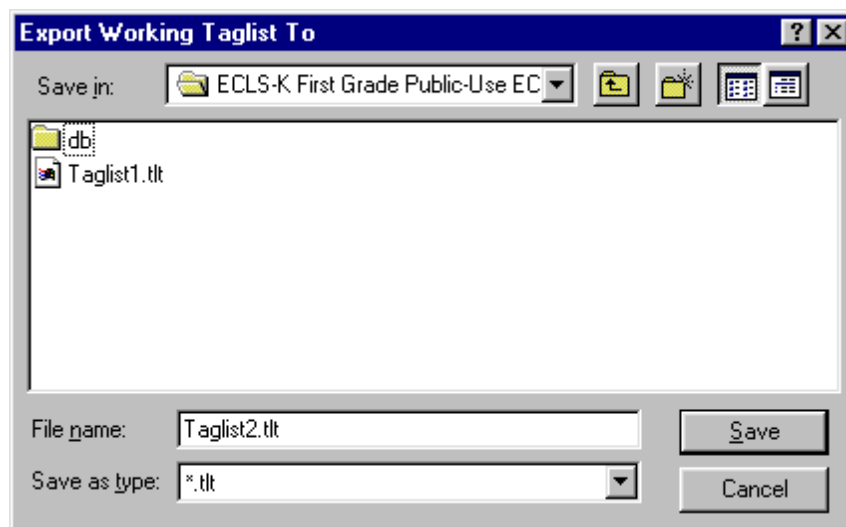


5.    Click on the Save button.

6.    You will be prompted to replace the file if the file name you entered already exists. Do so or click on No to enter a new file name.

The Working Taglist will be saved to the file you named.

### 8.4.6    Importing Taglists

Taglists can be imported to the Working Taglist from external *.tlt files that are created by the ECB Taglist/Export function. Please note that only taglists exported from the same catalog of the same version ECB should be imported.

**How to import a taglist:**

1.    Save the current Working Taglist before importing new taglist if desired.

2.    Click on the Taglist pulldown menu and select the Import option.

Figure 8-31.—Pull-down menu to select Taglist Import
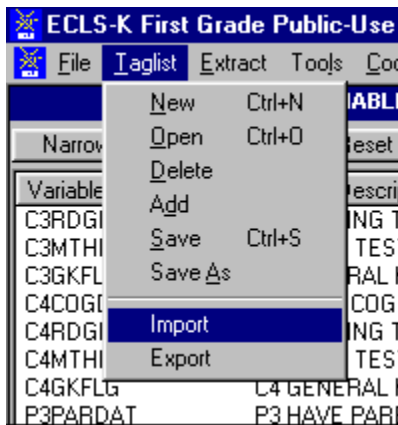


3.    You will be prompted to save the current Working Taglist if unsaved changes have been made. Save the taglist if desired.

4.    The Import Taglist From dialog box appears.

5.    Enter the file name you would like to import the taglist from.

Figure 8-32.—Import Taglist dialog box
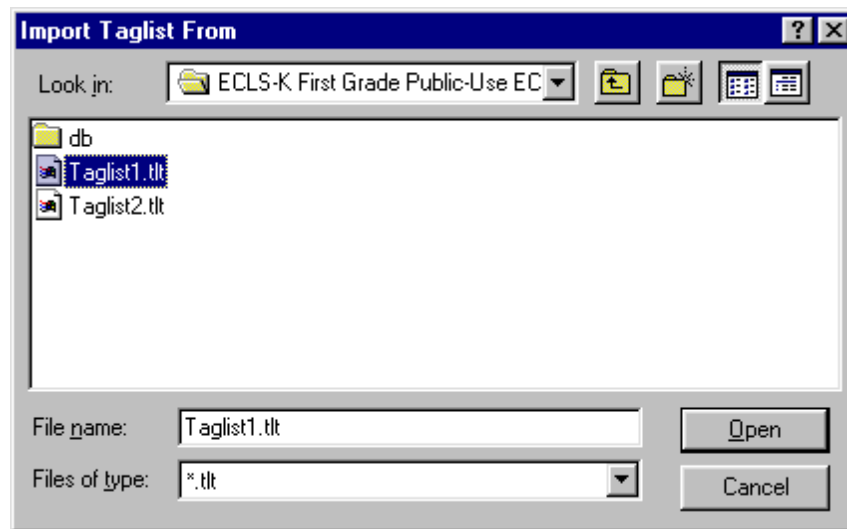


6.     Click on the Open button.

The Working Taglist will be replaced by the new imported taglist.


### 8.4.7     Using Predefined Taglists

The ECLS-K First Grade Public-Use ECB provides predefined taglists within each catalog, which address specific topics. These predefined taglists can be added to your Working Taglist or can be opened as a new Working Taglist. Opening these predefined taglists is performed using the same steps as opening a user-saved taglist presented in section 8.4.1. Users can add as many of the predefined taglists as desired to the open Working Taglist. See sections 8.6.2 and 8.7.2 for listings and descriptions of the predefined taglists found in the first grade child and base year school catalogs, respectively.


### 8.4.8     Deleting Taglists

The ECLS-K First Grade Public-Use ECB provides the capability of permanently deleting previously saved taglists. Predefined taglists provided with the ECB, however, cannot be deleted through this function.

**How to Delete a Taglist:**

1.    Close the taglist currently displayed in the Working Taglist column by selecting the New option from the Taglist pulldown menu.

2.    The Working Taglist will be replaced by a New taglist.

3.    Click on the Taglist pulldown menu and select the Delete option.

4.    The Delete Taglist selection screen, shown in figure 8-33, appears with the taglists listed that may be deleted.

Figure 8-33.—Delete Taglist selection
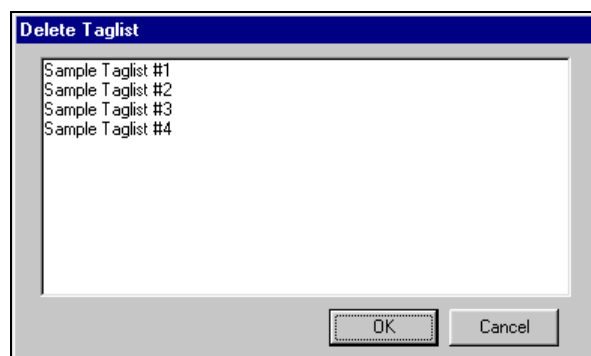


5.    Highlight the taglist that is to be deleted and click on the OK button.

6.    A confirmation screen, shown in figure 8-34, verifies your intention to delete the taglist.

Figure 8-34.—Delete Taglist confirmation window
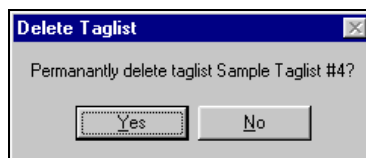


7.    Click on the Yes button to permanently delete the saved taglist.

Please note that you cannot delete the taglist that is currently open as the Working Taglist.

**8.4.9        Viewing Code Book and Variable Information**

The code book for a taglist displayed in the Working Taglist column can be created, viewed, and printed from the ECLS-K First Grade Public-Use ECB main screen. The code book displays several pieces of information about each variable that are described in table 8-3.

Table 8-3.—Code book information

| Field | Description |
|---|---|
| Question Text | The question that was asked the respondent by the interviewer or that was on the self-administered instruments. |
| Variable Name/ Description | The name of the variable as it appears in the catalog and a brief description of its content. |
| Record Number | The row number of the variable within the catalog data file. |
| Format | The format of the variable. The first character is either "A" or "N" for alphabetical or numeric. All variables are numeric except the identifiers—which begin with an "A." The number following the "A" or "N" is the length of the variable. For numeric variables, the number after the decimal point is the number of decimal places. |
| Comment | Information to clarify specific information about a variable. |
| Position | The column number (position) of the variable within the catalog data file |
| Response | A brief statement of each response code's meaning. |
| Codes | The numeric codes specifying each response. |
| Frequency | The numeric count of respondents providing the corresponding response code. The frequency counts are unweighted. |
| Percent | The percentage of respondents providing the corresponding response code. The percents are unweighted. |

**How to View the Code Book for Tagged Variables:**

1.    Complete any changes you wish to make to the displayed taglist.

2.    Click on the Code Book pulldown menu and select the View option.

3.    The Code Book for the current taglist opens in a new window as shown in figure 8-35.

Figure 8-35.—Code book view



NOTE: The counter "1 of 1+" on the tool bar on top of the screen indicates the current page number and the total page number of the report. Users must navigate to the last page of the report to load the entire report. Once the user has viewed the last page of the report, the "+" sign will disappear and the correct total page number will show.

4. Use the buttons described in table 8-4 to navigate through the displayed code book.

Table 8-4.—Navigation buttons

| Command button | Description |
|---|---|
| ⏮ | Click this button to change the displayed page to the first page. |
| ◀ | Click this button to change to the previous page. |
| ▶ | Click this button to advance to the next page. |
| ⏭ | Click this button to change the displayed page to the last page. |
| ■ | Click this button to discontinue a page change. |
| 🖨 | Click this button to print the code book. Refer to the procedure below for steps on printing the code book. |
| 📤 | Click this button to export the code book to a different destination and save it as a different file format. Refer to the procedure below for steps on exporting the code book. |
| 100% ▼ | Click the dropdown arrow to select a display magnification of the code book. |

5.  Once you have finished viewing the code book, close the screen by clicking on the Windows "X" control located in the top right corner of the window. You may also close the window using the other standard Windows defaults: by clicking on the windows icon in the upper left corner and selecting Close, or by pressing Alt-F4.

**How to Print the Code Book:**

1.  Complete any changes you wish to make to the displayed taglist.

2.  Click on the Code Book pulldown menu and select the Print option.

3.  The Printing Status screen, shown in figure 8-36, appears, and the code book prints on your PC's default printer.

Figure 8-36.—Printing status screen
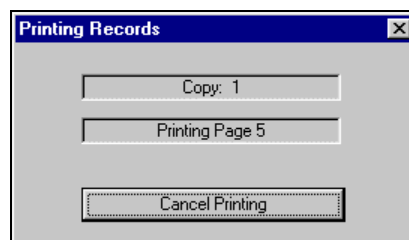
**How to Export the Code Book:**

1.    Complete any changes you wish to make to the displayed taglist.

2.    Click on the Code Book pulldown menu and select the View option.

3.    The Code Book for the current taglist opens in a new window, similar to the one shown in figure 8-35.

4.    Click on the Export Code Book button:

5.    The Export code Book selection screen, shown in figure 8-37, appears.

Figure 8-37.—Export code book selection screen
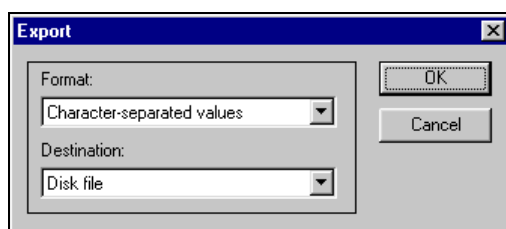


6.    Select the desired options from the Format: pulldown menu and the Destination: pulldown menu.

7.    Click on the OK button and complete any subsequent screens required for exporting the file.

Please note that exporting the child catalog in its entirety will take a long time due to its large size.

The code book and its variables can be selected to display their information from either the Variable List or the Working Taglist. The information that can be displayed for a variable includes the variable name and label, the question wording associated with the variable, the position and format of the variable on the data file, each value and its label, unweighted frequencies, and the unweighted percentage distributions as listed on table 8-3. The entire code book can also be viewed after moving all of the catalog's variables to the Working Taglist. The following procedures describe how to view some or all code book variables.

**How to Display Information for a Single Code Book Variable:**

1.      Locate the desired variable from either the Variable List or the Working Taglist.

2.      Click on the variable name to highlight it and press <ENTER> -or- double-click on the variable name to view the variable information. Figure 8-38 shows the Variable Quick View that displays information for a specific variable from the First Grade Child Catalog.

The Variable Name is the only field that can be highlighted for displaying the variable's code book information. Clicking on the variable description field will not activate the Variable Quick View.

Figure 8-38.—Variable Quick View



3.      When you are done reviewing the variable information, close the window by clicking on the Windows control "X" in the upper right corner of the screen. You'll return to the main screen.

**How to Print Information for a Single Code Book Variable:**

The ECB currently does not support printing the information for a single variable directly to the printer. If you must print the information for a single variable, please follow the these steps:

1.  Double-click on the variable to activate the Variable Quick View (see the previous "How To" section for details).

2.  With the Variable Quick View being the active window on top, press <Alt> + <Print Screen> to save the image of the Variable Quick View window.

3.  In any application that supports bitmap images (e.g., Microsoft Paint, Microsoft Word, etc.), paste the saved image.

4.  Print the image to the printer using the print function of the application that you are using.

**How to Display and Print the Entire Code Book or Selected Pages:**

1.  Move all of the catalog's variables displayed in the Variable List to the Working Taglist by clicking on the Tag All button.

2.  Click on the OK button of the Add All Variables Confirmation dialog box, shown in figure 8-39.

Figure 8-39.—Add All Variables dialog box
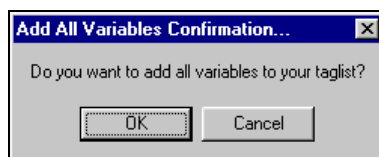


3.  All of the variables listed in the Variable List are now displayed in the Working Taglist.

4.  Select View from the Code Book pulldown menu.

5.  The entire code book displays as shown in figure 8-40. Note that this view includes ALL variables in the catalog and can span more than 1000 pages. The page number is in the upper left corner of the window.

Figure 8-40.—View of the entire code book



6.      To print the entire code book, click on the printer icon displayed at the top of the code book screen. Select "ALL" from the Printer Dialog box (figure 8-41). Enter the number of copies you want and click on the OK button.

Figure 8-41.—Printer dialog box



7.      To print selected pages of the code book, select "Pages" from the Printer Dialog box. Enter the pages you want to print and the number of copies you want. Click on the OK button.

8. When you are done viewing the entire code book, close the window by clicking on the Windows control "X" in the upper right corner of the screen. You'll return to the main screen.

## 8.5 Extracting Data from the Electronic Code Book

Once the variables have been selected (tagged) for extraction and reside in the Working Taglist, the next step is to generate the code through which the statistical analysis software can retrieve and display the results. The ECLS-K First Grade Public-Use ECB provides options for generating the code for analyzing data with the SAS, SPSS for Windows, or STATA statistical analysis programs.

To run these programs, you will need the appropriate statistical software and the ECLS-K First Grade Public-Use ECB CD-ROM from which the program can extract data.

SPSS users should note that certain catalogs will produce a Frequencies command statement with more than 500 variables. This may produce a warning of "too many variables," and the Frequencies command will not execute. Users may work around this limitation by dividing the Variable List into two or more Frequencies commands.

When extracting data to be used with either the SAS, SPSS for Windows, or STATA programs, a dialog box will be presented that allows the user to define the extract population through the Limiting Fields. See figure 8-42. The Limiting Fields include various subgroups of respondents that are typically of interest to analysts. These subgroups can be selected or deselected to narrow the data field that is extracted.

Also, please note that the ECB extract function allows the user to specify the drive letter of the CD-ROM drive. If you attempt to run the resulting SAS, SPSS, and STATA programs on a workstation with a different CD-ROM drive letter, you must alter the program code accordingly or regenerate the program code using the ECB.

The SAS, SPSS, or STATA source code generated by the ECB to read in the ECLS-K data may contain code statements that are "commented" out (e.g., with * in SAS). These code statements either run descriptive statistics (e.g., frequencies, means, etc.), or associate formats with variables. They are commented out because not all analysts will want them included in the source code.

SAS users (prior to SAS, Version 8) should note that, although the ECB will allow data set names larger than eight characters, the SAS system will reject these names at run-time.

Figure 8-42.—Limiting fields dialog box



Refer to sections 8.6.3 and 8.7.3 for instructions on using and modifying the limiting variables for the child and school catalogs, respectively.

**How to Extract a File to SAS Format:**

1.    Complete any changes you wish to make to the displayed taglist.

2.    Click on the Extract pulldown menu and select the SAS option.

3.    The Limiting Fields screen for the open catalog appears. Make your selections for each limiting variable indicator.

4. Verify that the ECLS-K First Grade Public-Use ECB CD-ROM is mounted in your PC's default CD-ROM drive and then click on the OK button.

5. Type the desired name of the extract program file in the file name field of the screen shown in figure 8-43.

Figure 8-43.—Save SAS program file dialog box
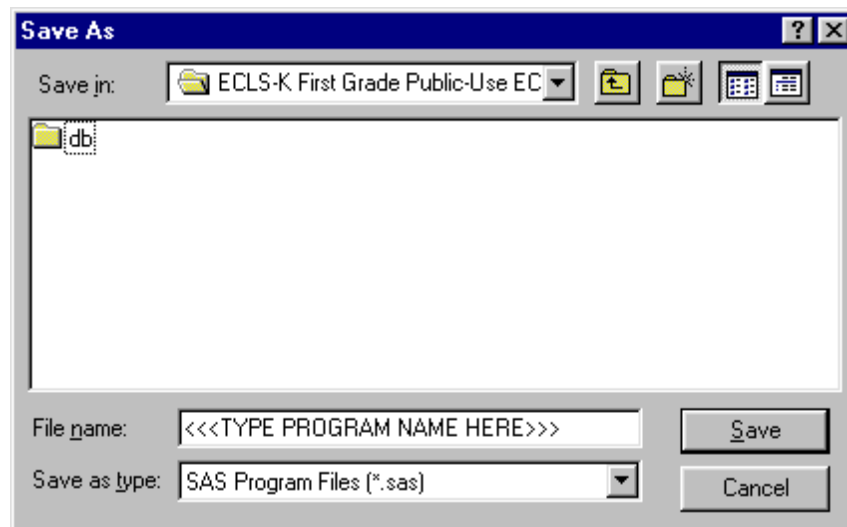


6. To save the file to another directory, click on the Save in: dropdown menu button to browse to the new location, as shown in figure 8-44.
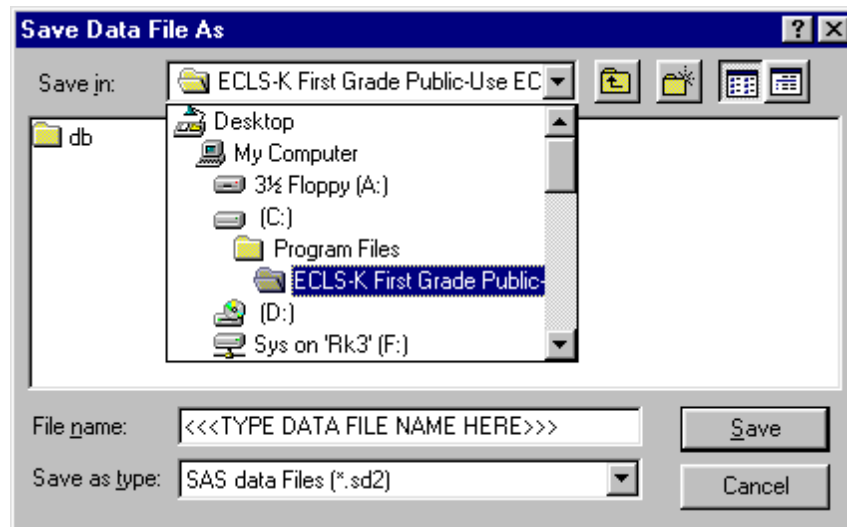
Figure 8-44.—Save SAS program file location browse screen
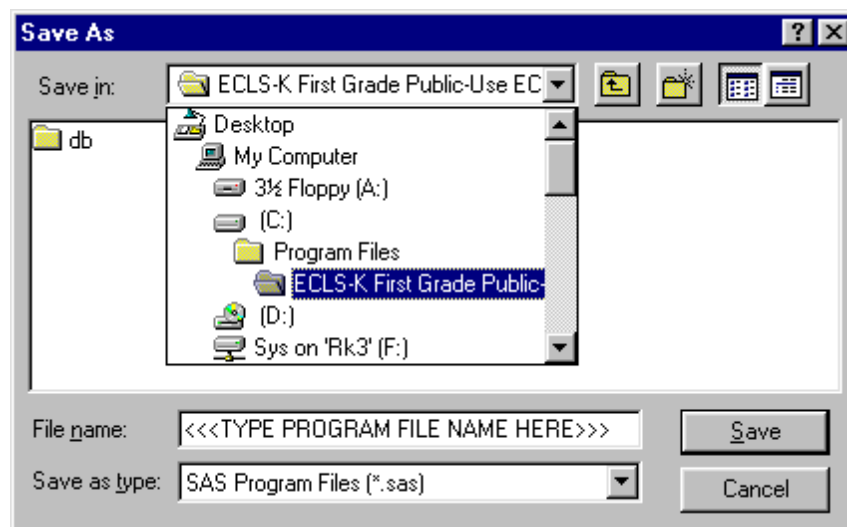


7. Click on the Save button to store the file.

8. In the Save Data File As window (figure 8-45) type in the file name you want the data file to save to and then click on Save.
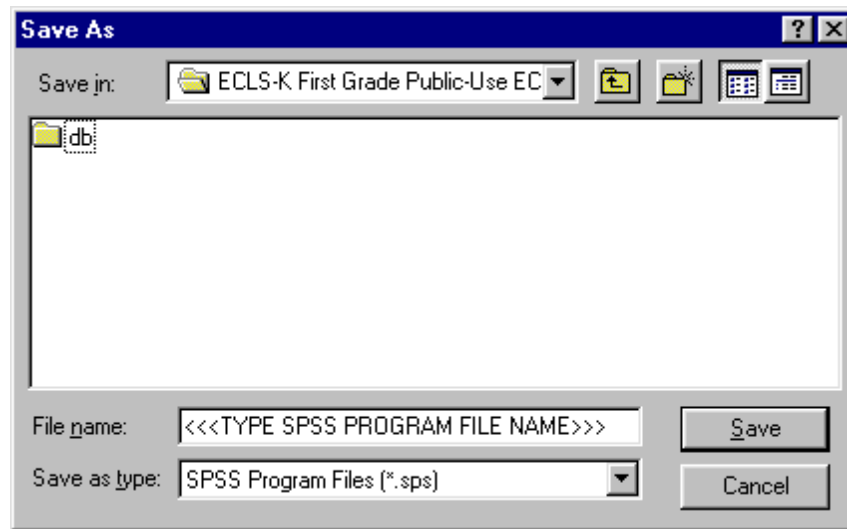
Figure 8-45.—Save SAS data file dialog box



9. Run the saved extract program in SAS to extract the data.

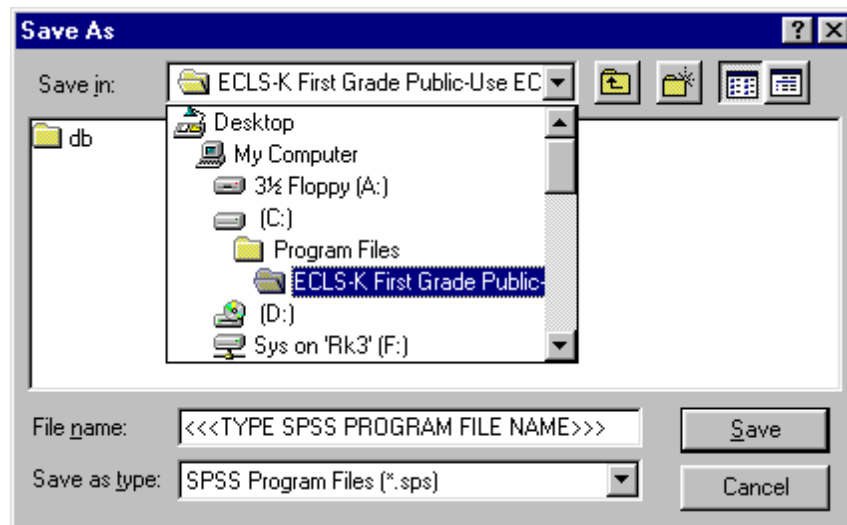**How to Extract a File to SPSS Format:**

1. Complete any changes you wish to make to the displayed taglist.

2. Click on the Extract pulldown menu and select the SPSS option.

3. The Limiting Fields screen for the open catalog appears. Make your selections for each limiting variable indicator.

4. Verify that the ECLS-K First Grade Public-Use ECB CD-ROM is mounted in your PC's default CD-ROM drive and then click on the OK button.

5. Type the desired name of the extract program file in the file name field of the screen shown in figure 8-46.

Figure 8-46.—Save SPSS program file dialog box



6. To save the file to another directory, click on the Save in: dropdown menu button to browse to the new location, as shown in figure 8-47.

Figure 8-47.—Save SPSS program file location browse screen



7. Click on the Save button to store the file.

8. In the Save Data File As window (figure 8-48), type in the file name you want the data file to save to and then click on Save.

Figure 8-48.—Save SPSS data file dialog box
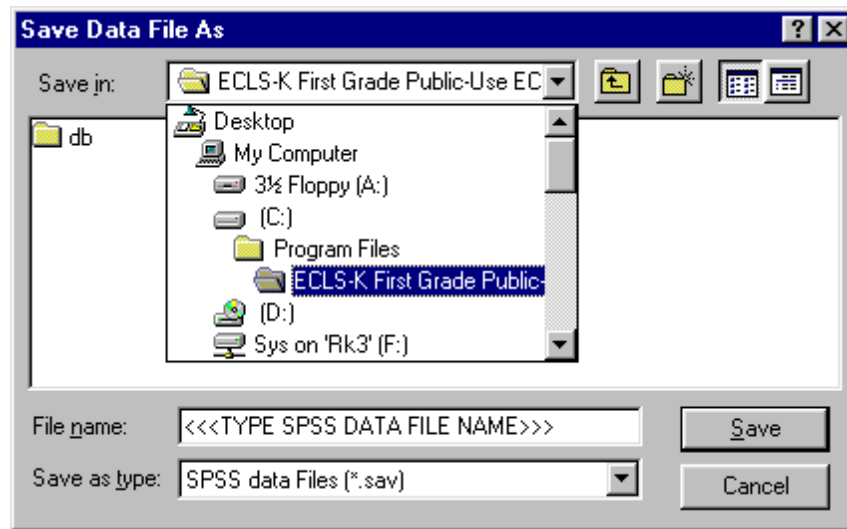


9.     Run the saved extract program in SPSS to extract the data.

**How to Extract a File to STATA Format:**

1.     Complete any changes you wish to make to the displayed taglist.

2.     Click on the Extract pulldown menu and select the STATA option.

3.     The Limiting Fields screen for the open catalog appears. Make your selections for each limiting variable indicator.

4.     Verify that the ECLS-K First Grade Public-Use ECB CD-ROM is mounted in your PC's default CD-ROM drive and then click on the OK button.

5.     Type the desired name of the extract program file in the file name field of the screen shown in figure 8-49.

Figure 8-49.—Save STATA program file dialog box
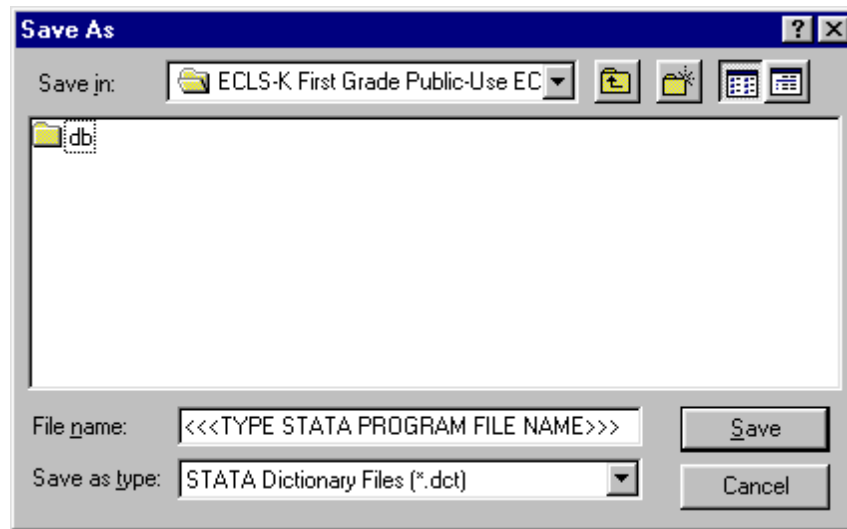


6.    To save the file to another directory, click on the Save in: dropdown menu button to browse to the new location, as shown in figure 8-50.

Figure 8-50.—Save STATA program file location browse screen
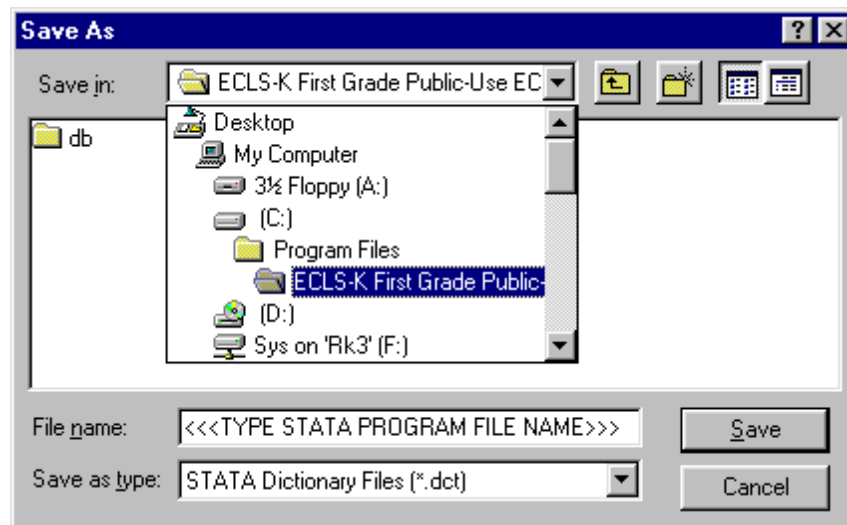


7.    Click on the Save button to store the file.

8.    In the Save Data File As window (figure 8-51), type in the file name you want the data file to save to and then click on Save.

Figure 8-51.—Save STATA data file dialog box
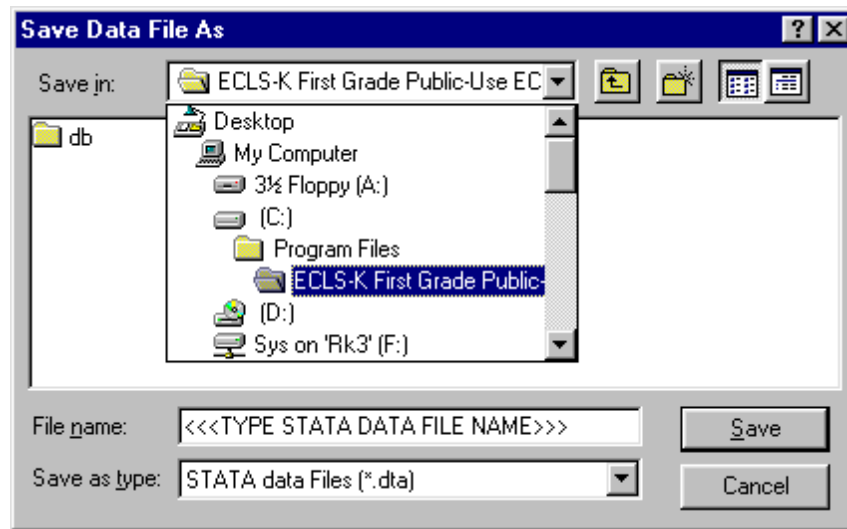


9.　　Run the saved extract program in STATA to extract the data.

## 8.5.1　　Reviewing the Extract Specifications

Users should review the SAS, SPSS, or STATA program code that is generated before running it to check that any statements subsetting the data are correct. Note that the ECB sometimes outputs superfluous code for selecting cases; this code is consistent with extract specifications, but users may wish to delete it.

If a mistake in defining the criteria is made, and it is not discovered until after writing out or running the extract program, it is very easy to correct if the taglist was saved before exiting the ECB program. Simply restart the ECB and select the appropriate catalog, open the taglist that you saved, define the extract criteria correctly by modifying the saved taglist as desired and saving it, and write out the extract program again. The program should be reviewed before running it because it may need to be customized.

## 8.5.2　　Repairing and Compacting the Database

Periodically users may wish to repair and compact the database that contains the data of the ECB program. If many taglists are created and deleted on a regular basis, the database will contain

lingering references to old taglists that are no longer needed. When the database is repaired and compacted, the ECB program "cleans house" and makes the database more efficient. It also decreases the size of the database, so space is conserved.

**How to Repair and Compact the ECLS-K Database:**

1.     Select the Tools pulldown menu and select the Repair and Compact Database option.

2.     After a few seconds, the screen shown in figure 8-52 appears indicating that the repair and compact of the database was successfully completed.

Figure 8-52.—Repair database completed screen
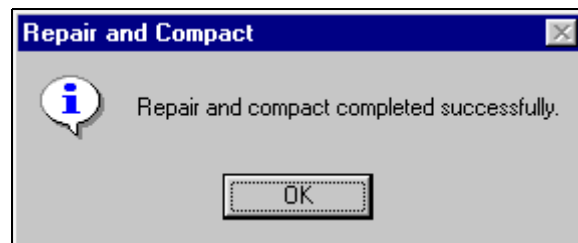


3.     Click on the OK button.


## 8.6        Child Catalog

The first grade child catalog contains information for children who participated in the first grade ECLS-K survey and includes data in the child level from the child and from the child's parents, teachers, and school. Table 8-5 presents the pretagged required variables that will be automatically extracted for all user-created data files. The user cannot remove the required variables from the taglist. Four of the variables on the list, R3SAMPLE, P1FIRKDG, T4GLVL, and S4PUPRI, are also limiting fields; they may be used to subset the data being extracted. See section 8.6.3 for an explanation and description of limiting fields.

The child catalog is organized into blocks of data corresponding to specific content areas. They are as follows:

■     **Identifiers** are the school, child, parent, and teacher identification number.

■     **School demographic** data are obtained from the sampling frame (e.g., census region).

Table 8-5.—Child catalog required variables

| Field name | Field label |
|---|---|
| CHILDID | CHILD IDENTIFICATION NUMBER |
| S4_ID | SPRING 2000 SCHOOL IDENTIFICATION NUMBER |
| T4_ID | SPRING 2000 TEACHER IDENTIFICATION NUMBER |
| D4T_ID | SPRING 2000 SPECIAL ED TEACHER ID NUMBER |
| R3REGION | R3 CENSUS REGION |
| R3URBAN | R3 LOCATION TYPE |
| R3LOCALE | R3 LOCATION TYPE - 8 CATEGORY |
| R4REGION | R4 CENSUS REGION |
| R4URBAN | R4 LOCATION TYPE - 7 CATEGORY |
| R4LOCALE | R4 LOCATION TYPE - 8 CATEGORY |
| GENDER | CHILD COMPOSITE GENDER |
| RACE | CHILD COMPOSITE RACE |
| R3AGE | R3 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) |
| R4AGE | R4 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) |
| R3ELIG | R3 CHILD ELIGIBILITY IN ROUND 3 |
| P1FIRKDG | P1 FIRST-TIME KINDERGARTNER |
| W1SESQ5 | W1 CATEGORICAL SES MEASURE |
| T4GLVL | T4 GRADE LEVEL OF CHILD |
| S4PUPRI | S4 PUBLIC OR PRIVATE SCHOOL |
| S4SCTYP | S4 SCHOOL TYPE FROM THE SCH ADMIN QUEST |
| S4ENRLS | S4 TOTAL SCHOOL ENROLLMENT |

- **Child demographic** composite variables include age, gender, race-ethnicity, and date of birth.

- **Child status** indicates if a child changed schools or teachers within the first grade and whether the child was eligible in spring-kindergarten.

- **Weights** are described in detail in chapter 4. Round 3 weights are for fall-first grade; round 4 weights are for spring-first grade; and panel weights are for across rounds combined, for example, round 3 to round 4. Cross-year panel weights are described in detail in chapter 9.

- **Flags** indicate unit response for the data source (e.g., direct child assessment, parent interview, or that the parent interview data were edited).

- **Scores** are for the direct and indirect child assessment.

- **Composite variables**, including the child demographic variables, were created to facilitate data analysis. See chapter 7, section 7.4 for a detailed description of the composite variables and table 7-13 and 7-14 for a list of all composite variables.

- **Direct assessment-related data** are the child's home language, date of assessment, and exclusions from the direct assessment. Direct assessment items are not released.

- **Parent interview data** are the data items from the parent interview.

- **Teacher questionnaire data** are the data items from both the kindergarten and first grade teacher questionnaires collected during the first grade year.

- **School data** are the data items from the returning and new school administrator questionnaires and the facility checklist.

- **Special education data** are the data items from the special education teacher questionnaires.

- **Student record abstract data** are the data items from the student record abstract form.

- **Taylor Series Sampling Strata and primary sampling units (PSUs)** are the stratum and first-stage unit identifiers that are required for estimating standard errors with the Taylor Series linearization method using software such as SUDAAN or STATA.

- **Weight replicates** are used to estimate standard errors using the paired jackknife replication method (JK2) with WesVar. Each replicate is a subsample of the full sample. The variability of the replicate estimates about the full sample estimate is used to estimate the variance of the full sample estimate.

Table 8-6 presents the order of the data blocks on the child data file.

### 8.6.1 First Grade Child Catalog Topical Variable Groupings

The variables within the first grade child catalog are organized into topical categories to help locate and identify desired variables in the ECB. These categories are identified in table 8-7. The first column of the table describes the topic, the second column lists the variable identifiers, which generally indicate the source of the data (e.g., the parent interview, the teacher questionnaires), as well as when the data was collected (i.e., fall- or spring-first grade). The third column is a description of the topic. The last column is the "Field ID," which is how you search the data file for the topics. Use the keywords in the "Variable Identifier" column to search for variables while using the ECB Narrow or Expand function (see sections 8.3.1.2 and 8.3.1.3). If "(Variable Name)" appears under the variable in the "Variable Identifier" column, you must search using the variable name. The field ID can be used by the "Go" function in the Variable List.

Table 8-7 is only for your convenience in searching for variables and includes only variables that belong to certain topics. It does not reflect the contents of the entire child catalog.

Table 8-6.—Child catalog blocks (As noted)

| Order | Block |
|---|---|
| 1 | Identifiers |
| 2 | FMS data |
| 3 | School demographic data |
| 4 | Round 3 school demographic data |
| 5 | Round 4 school demographic data |
| 6 | Child demographic composites |
| 7 | Round 3 child demographic composites |
| 8 | Round 4 child demographic composites |
| 9 | Round 3 child status change flag |
| 10 | Round 4 child status change flag |
| | *Weights* |
| 11 | Round 3 child weight full sample |
| 12 | Panel 23 child weight full sample |
| 13 | Panel 123 child weight full sample |
| 14 | Round 4 child weight full sample |
| 15 | Panel 24 child weight full sample |
| 16 | Panel 34 child weight full sample |
| 17 | Panel 124 child weight full sample |
| 18 | Panel 1234 child weight full sample |
| 19 | Round 3 parent weight full sample |
| 20 | Panel 23 parent weight full sample |
| 21 | Panel 123 parent weight full sample |
| 22 | Round 4 parent weight full sample |
| 23 | Panel 24 parent weight full sample |
| 24 | Panel 34 parent weight full sample |
| 25 | Panel 124 parent weight full sample |
| 26 | Panel 1234 parent weight full sample |
| 27 | Round 4 CPT weight full sample |
| 28 | Panel yr2 combined weight full sample |
| | *Flags* |
| 29 | Round 3 child assessment data status flags |
| 30 | Round 4 child assessment data status flags |
| 31 | Round 3 parent interview data status flags |
| 32 | Round 4 parent interview data status flags |
| 33 | Round 4 teacher questionnaire A data status flags |
| 34 | Round 4 teacher questionnaire B data status flags |
| 35 | Round 4 teacher questionnaire C data status flags |
| 36 | Round 4 school administrator questionnaire data status flags |
| 37 | Round 4 facility checklist data status flags |
| 38 | Round 4 special education questionnaire A data status flags |
| 39 | Round 4 special education questionnaire B data status flags |
| 40 | Round 4 student record abstract data status flags |
| 41 | Round 3 parent data edit flags and error flags |
| 42 | Round 4 parent data edit flags and error flags |

Table 8-6.—Child catalog blocks (As noted) (continued)

| Order | Block |
|---|---|
| | *Scores* |
| 43 | Round 3 child assessment scores |
| 44 | Round 4 child assessment scores |
| 45 | Round 4 parent SRS scores |
| 46 | Round 4 teacher questionnaire C scores |
| 47 | Round 1 recalibrated child assessment scores |
| 48 | Round 2 recalibrated child assessment scores |
| 49 | Round 3 recalibrated child assessment scores |
| 50 | Round 4 recalibrated child assessment scores |
| 51 | Round 1 recalibrated teacher questionnaire C scores |
| 52 | Round 2 recalibrated teacher questionnaire C scores |
| | *Composite Variables* |
| 53 | Round 3 child composites |
| 54 | Round 4 child composites |
| 55 | Round 1 parent composites |
| 56 | Round 2 parent composites |
| 57 | Round 3 parent composites |
| 58 | Round 4 parent composites |
| 59 | Cross-round Parent composites |
| 60 | Round 4 teacher questionnaire A composites |
| 61 | Round 4 teacher questionnaire B composites |
| 62 | Round 4 teacher questionnaire C composites |
| 63 | Round 3 school administrator questionnaire composites |
| 64 | Round 4 school administrator questionnaire composites |
| 65 | Round 2 student record abstract composites |
| 66 | Round 4 student record abstract composites |
| 67 | Head Start composites |
| | *Direct Assessment Data* |
| 68 | Round 3 child assessment data |
| 69 | Round 4 child assessment data |
| | *Parent Interview Data* |
| 70 | Round 3 parent interview data |
| 71 | Round 4 parent interview data |
| | *Teacher Questionnaire Data* |
| 72 | Round 4 teacher questionnaire A data |
| 73 | Round 4 teacher questionnaire B data |
| 74 | Round 4 teacher questionnaire C data |
| | *School Data* |
| 75 | Round 4 school administrator data |
| 76 | Round 4 facility checklist data |
| | *Special Education Data* |
| 77 | Round 4 special education questionnaire A data |
| 78 | Round 4 special education questionnaire B data |
| | *Student Record Abstract Data* |
| 79 | Round 4 student record abstract data |

Table 8-6.—Child catalog blocks (As noted) (continued)

| Order | Block |
|---|---|
| | *Taylor Series Sampling Strata And Primary Sampling Units (PSU)* |
| 80 | Round 3 child Taylor series sampling strata and PSU |
| 81 | Panel 23 child Taylor series sampling strata and PSU |
| 82 | Panel 123 child Taylor series sampling strata and PSU |
| 83 | Round 4 child Taylor series sampling strata and PSU |
| 84 | Panel 24 child Taylor series sampling strata and PSU |
| 85 | Panel 34 child Taylor series sampling strata and PSU |
| 86 | Panel 124 child Taylor series sampling strata and PSU |
| 87 | Panel 1234 child Taylor series sampling strata and PSU |
| 88 | Round 3 parent Taylor series sampling strata and PSU |
| 89 | Panel 23 parent Taylor series sampling strata and PSU |
| 90 | Panel 123 parent Taylor series sampling strata and PSU |
| 91 | Round 4 parent Taylor series sampling strata and PSU |
| 92 | Panel 24 parent Taylor series sampling strata and PSU |
| 93 | Panel 34 parent Taylor series sampling strata and PSU |
| 94 | Panel 124 parent Taylor series sampling strata and PSU |
| 95 | Panel 1234 parent Taylor series sampling strata and PSU |
| 96 | Round 4 CPT Taylor series sampling strata and PSU |
| 97 | Panel yr2 combined Taylor series sampling strata and PSU |
| | *Replicate Weights* |
| 98 | Round 3 child replicate weights |
| 99 | Panel 23 child replicate weights |
| 100 | Panel 123 child replicate weights |
| 101 | Round 4 child replicate weights |
| 102 | Panel 24 child replicate weights |
| 103 | Panel 34 child replicate weights |
| 104 | Panel 124 child replicate weights |
| 105 | Panel 1234 child replicate weights |
| 106 | Round 3 parent replicate weights |
| 107 | Panel 23 parent replicate weights |
| 108 | Panel 123 parent replicate weights |
| 109 | Round 4 parent replicate weights |
| 110 | Panel 24 parent replicate weights |
| 111 | Panel 34 parent replicate weights |
| 112 | Panel 124 parent replicate weights |
| 113 | Panel 1234 parent replicate weights |
| 114 | Round 4 CPT replicate weights |
| 115 | Panel yr2 combined replicate weights |

Table 8-7.—Child catalog topical variable groupings (As noted)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| Identifiers | CHILDID – D4T_ID (Variable Name) | School identification number Teacher identification number Parent/Child identification numbers | 1-6 |
| Status flags | C3COGDAT- U4SRABS (Variable Name) | Child assessment status indicators (e.g., cognitive data available), parent data available, teacher data available, school data available, special education data available, student record abstract data available | 68-90 |
| Recalibrated Cognitive Skills and Knowledge Fall-first grade | C3 Reading C3 Math C3 Gen Know | Reading, Mathematics, and General Knowledge T-scores and IRT scale scores | 221-223 235-237 248-250 |
| Recalibrated Cognitive Skills and Knowledge Spring-first grade | C4 Reading C4 Math C4 Gen Know | Reading, Mathematics, and General Knowledge T-scores and IRT scale scores | 251-253 265-267 278-280 |
| Recalibrated Cognitive Skills and Knowledge Fall-first grade | C3 Prof Reading C3 Prof Math | Reading and Mathematics proficiency scores | 224-228 238-242 |
| Recalibrated Cognitive Skills and Knowledge Spring-first grade | C4 Prof Reading C4 Prof Math | Reading and Mathematics proficiency scores | 254-258 268-272 |
| Recalibrated Cognitive Skills and Knowledge Fall-first grade | C3 Prob Reading C3 Prob Math | Reading and Mathematics probability scores | 229-233 243-247 |
| Recalibrated Cognitive Skills and Knowledge Spring-first grade | C4 Prob Reading C4 Prob Math | Reading and Mathematics probability scores | 259-263 273-277 |
| Social Skills and Knowledge Parent Rating Spring-first grade | P4 Approaches P4 Self P4 Social P4 Sad P4 Impulsive | Five factor scores from the social rating scale in the parent interview: approaches to learning, self-control, social interaction, sad/lonely, impulsive/overactive | 145 146 147 148 149 |
| Social Skills and Knowledge Teacher Rating Spring-first grade | T4 Approaches T4 Self T4 Interpersonal T4 Externalizing T4 Internalizing | Five factor scores from the social rating scale in teacher form C: approaches to learning, self control, interpersonal, externalizing problem behaviors, internalizing problem behaviors | 156 157 158 159 160 |

Table 8-7.—Child catalog topical variable groupings (continued)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| Composite/ Derived Variables | DOBMM – R3AGE, R4AGE C3HEIGHT – C4BMI (Variable Name) | Related to child (e.g., child DOB, child race, child gender, etc.) | 35-40, 43 287-292 |
| | P1FIRKDG – IF1_ICAT (Variable Name) | Related to parent interview (e.g., parent occupation, parent highest education, etc.) | 293-374 |
| | A4FPBLK – T4GLVL (Variable Name) | Related to teacher information (e.g., kindergarten teacher class type, percentage minority in class, etc.) | 375-382 |
| | S3SCTYP – S4PUPRI (Variable Name) | Related to school information (e.g., school type, school enrollment, percent minority, etc.) | 383-394 |
| | U4SCHBMM - U4TARD (Variable Name) | Related to student record abstract (e.g., total days absent, tardy, etc.) | 395-406 |
| | HSATTEND – HSCHECK (Variable Name) | Related to head start information (e.g., head start verification, etc.) | 407-408 |
| Fall-first grade PI: Family Structure | P3 Roster P3 FSQ | Includes: number of people in household, relationship of people to child, age of people, gender of people, and race/ethnicity of people, round joined, round left | 432-536 539-628 537-538 629-734 |
| Fall-first grade PI: Supplementary Items | P3 SPQ | Includes for freshened or previous round nonresponse cases: child care before K, child's health and well-being, parent marital history, primary language, parent education and employment, welfare | 735-774 |
| Fall-first grade PI: Parent's Involvement with Child's School | P3 PIQ | Includes: preparation for first grade, summer activities, attendance at orientation or back to school night, family attend BTS, parental expectations for child's educational attainment | 775-783 |
| Fall-first grade PI: Time Use | P3 TUQ | Includes: time use in summer, duration of summer vacation | 784-793 |
| Fall-first grade PI: Home Environment, Activities, and Cognitive Stimulation | P3 HEQ | Includes: how frequently family members do such things as reading, singing and telling stories to child, how often child reads to self, television viewing habits, library use, summer enrichment programs | 794-901 |
| Fall-first grade PI: Child Care | P3 CCQ | Includes: child care history for child over the summer (i.e., relative care, non-relative care, center care, Head Start) | 902-926 |
| Fall-first grade PI: Neighborhood Questions | P3 NEQ | Includes: participation in organized group activities such as Little League and in community resources such as pools and playgrounds | 927-932 |

Table 8-7.—Child catalog topical variable groupings (continued)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| Fall-first grade PI: Mobility and Tracking Updates | P3 CMQ | Includes: mode and language of interview | 933-934 |
| Spring-First grade PI: Family Structure | P4 Roster P4 FSQ | Includes: number of people in household, relationship of people to child, age of people, gender of people, and race/ethnicity of people, round joined, round left | 936-1184 1185-1351 |
| Spring –first grade PI: Supplementary Items | P4 SPQ | Includes for freshened or previous round nonresponse cases: child care before K, child's health and well-being, parent marital history, primary language, parent education and employment, welfare | 1352-1397 |
| Spring-first grade PI: Parent Involvement with Child's School | P4 PIQ | Includes: parents' contact with school, parent attendance in school related activities, barriers to attendance to school related activities | 1398-1448 |
| Spring-first grade PI: Home Environment, Activities and Cognitive Stimulation | P4 HEQ | Includes: attending activities in the community (e.g., museums, zoos, athletic events), home computer access and use, participation in extra-curricular activities (e.g., music lessons, craft classes), information on community crime and safety, mealtimes and bedtimes | 1449-1489 |
| Spring-first grade PI: Critical Family Processes | P4 CFQ | Includes: information on parents' relationship to one another | 1490-1497 |
| Spring –first grade PI: Child Care | P4 CCQ | Includes: child care history for child during their first grade year (i.e., relative care, non-relative care, center care, Head Start) | 1498-1562 |
| Spring-first grade PI: Non-resident Parent Question | P4 NRQ | Includes: information on non-resident parent and custody arrangements | 1563-1611 |
| Spring-first grade PI: Family Rules | P4 FRQ | Includes: television viewing habits and rules, parent communication with child | 1612-1634 |
| Spring-first grade PI: Child's Health and Well-Being | P4 CHQ | Includes: information on dentist and doctor, updates fall information on indicators for developmental difficulties | 1635-1686 |
| Spring-first grade PI: Parent Education | P4 PEQ | Includes: parents' education level, job training, currently attending courses | 1687-1700 |

Table 8-7.—Child catalog topical variable groupings (continued)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| Spring-first grade PI: Parent Employment | P4 EMQ | Includes: parents' employment status | 1701-1730 |
| Spring-first grade PI: Welfare and Other Public Transfers | P4 WPQ | Includes: family's utilization of AFDC or food stamps, free/reduced breakfast or lunch | 1731-1742 |
| Spring-first grade PI: Parents Income and Assets | P4 PAQ | Includes: household income | 1743-1748 |
| Spring –first grade PI: Child Mobility and Plans to Move | P4 CMQ | Includes: number of places child lived, reasons for moving, mode and language of interview | 1749-1762 |
| Kindergarten (for children repeating)-Teacher Questionnaire A: Classroom Characteristics | A4K Q1 – A4K Q27 | Includes: Type of kindergarten program, class age and race-ethnic composition, gender composition, percent limited English proficient, languages in classroom, gifted and talented, attendance, special needs children | 1763-1875 |
| Kindergarten (for children repeating) Teacher Questionnaire A: Class Organization and Resources | A4K Q28 – A4K Q47 | Includes: Instructional approach, presence of centers/learning areas, curriculum content, teacher's aide, physical resources (e.g., texts, equipment, materials for art and music) | 1876-1962 |
| Kindergarten (for children repeating) Teacher Questionnaire A: Instructional Activities and Curricular Focus | A4K Q48 – A4K Q54 | Includes: Instructional time spent on specific aspects of reading and language arts, math, computers, science and social studies | 1963-2082 |
| Kindergarten (for children repeating) Teacher Questionnaire A: Parent Involvement | A4K Q55 – A4K Q58 | Includes: Conferences, teachers sending home information | 2083-2090 |
| Kindergarten (for children repeating) Teacher Questionnaire A: School and Staff Activities | A4K Q59 – A4K Q60 | Includes: In-service sessions, training | 2091-2104 |

Table 8-7.—Child catalog topical variable groupings (continued)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| First Grade Teacher Questionnaire A: Classroom and Student Characteristics | A4 Q1 – A4 Q20 | Includes: Type of kindergarten program, class age and race-ethnic composition, gender composition, percent limited English proficient, languages in classroom | 2108-2204 |
| First Grade Teacher Questionnaire A: Instructional Activities and Curricular Focus | A4 Q21 – A4 Q54 | Includes: Instructional approach, presence of centers/learning areas, curriculum content, teacher's aide, physical resources (e.g., texts, equipment, materials for art and music). Instructional time spent on specific aspects of reading and language arts, math, computers, science and social studies | 2205-2440 |
| First Grade Teacher Questionnaire A: Student Evaluation | A4 Q55 – A4 Q57 | Includes: Criteria and standards for evaluating students | 2441-2459 |
| First Grade Teacher Questionnaire A: Parent Involvement | A4 Q58 – A4 Q60 | Includes: Communication with parents and percent of parents involved in school offered activities | 2460-2465 |
| Kindergarten (for children repeating) Teacher Questionnaire B: Class Organization | B4K Q1 – B4K Q6 | Includes: Class organization, class activities, and evaluation | 2469-2496 |
| Kindergarten (for children repeating) Teacher Questionnaire B: Teacher Views | B4K Q7 – B4K Q15 | Includes: Views on readiness, school climate, environment | 2497-2544 |
| Kindergarten (for children repeating) Teacher Questionnaire: Teacher Demographics | B4K Q16 – B4K Q26 | Includes: Gender, birth year, race-ethnicity, experience, education | 2545-2577 |
| First Grade Teacher Questionnaire B: School and Staff Activities | B4 Q1 – B4 Q2 | Includes: School-related, staff development and training activities | 2581-2593 |
| First Grade Teacher Questionnaire B: Teacher Views | B4 Q3 – B4 Q10 | Includes: Views on teaching, school climate, and environment | 2594-2630 |

Table 8-7.—Child catalog topical variable groupings (continued)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| First Grade Teacher Questionnaire B: Teacher Demographics | B4 Q11 – B4 Q25 | Includes: Gender, birth year, race-ethnicity, experience, education | 2631-2674 |
| School Questionnaire: School Characteristics | S4 Q1 – S4 Q16 | Includes: Attendance, enrollment, admission requirements, federal programs | 2799-2883 |
| School Questionnaire: School Facilities and Resources | S4 Q17 – S4 Q22 | Includes: Funding sources, facilities (e.g., cafeteria, music room, auditorium) | 2884-2915 |
| School Questionnaire: Community Characteristics and School Safety | S4 Q23 – S4 Q26 | Includes: Community type, community safety, school safety | 2916-2934 |
| School Questionnaire: School Policies and Practices | S4 Q27 – S4 Q31 | Includes: Uniform code, testing and assessments | 2935-2965 |
| School Questionnaire: School-Family-Community Connections | S4 Q32 – S4 Q37 | Includes: Programs and services for families, parent involvement in school | 2966-3006 |
| School Questionnaire: School Programs for Special Populations | S4 Q38 – S4 Q48 | Includes: Limited English proficient, special education, gifted and talented | 3007-3039 |
| School Questionnaire: Staffing and Teacher Characteristics | S4 Q49 – S4 Q54 | Includes: School staff list, salary information, staff's race-ethnic distribution | 3040-3070 |
| School Questionnaire: School Governance and Climate | S4 Q55– S4 Q59 | Includes: Professional development, process for decision making, performance evaluation process | 3071-3120 |
| School Questionnaire: Principal Characteristics | S4R Q39, S4 Q60 – S4 Q69 | Includes: Administrator's gender, race-ethnicity, birth year, experience and education | 3121-3161 |
| Facility Checklist | K4 Q1 – K4 Q10 | Includes: Information on school facilities (e.g., presence and condition of rooms such as libraries, computer labs, bathrooms, cafeteria), handicap access to facilities, school safety | 3165-3305 |

Table 8-7.—Child catalog topical variable groupings (continued)

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| Special Education Teacher | D4 Q1 – D4 Q13 | Includes: Special education teacher information such as gender, years teaching, educational background and certification | 3306-3354 |
| Special Education Student | E4 Q1 – E4 Q25 | Includes: information specific to the study child, such as disability category, Individualized Education Plan goals, special education services received, involvement in a general education program, accommodations used and evaluations performed | 3355-3462 |
| Student Record Abstract | U4 Q1 – U4 Q19 | Includes: Student attendance and Individualized Education Plan record | 3463-3574 |

**8.6.2      Child Catalog Predefined Taglists**

There are three predefined taglists provided with the child catalog that can be used for extracting data. These three taglists, fall-first grade, spring-first grade, and first grade, are defined in tables 8-8, 8-9, and 8-10, respectively. The required variables, identified with "YES" appearing in the Required column, are the same as those listed in table 8-5. The limiting variables, identified as "YES" in the Limiting field column, are the same as those described in section 8.6.3.

**8.6.3      Child Catalog Limiting Fields**

The limiting fields for the child catalog include (a) whether the child was subsampled in fall-first grade, (b) whether the child attended kindergarten for the first time in the base year (base year variable), (c) child's grade level in spring-first grade, and (d) child's school type (public vs. private) in spring-first grade. The whole list is too long to be shown in figure 8-53. These limiting fields are specific to the child catalog and allow codes within each variable to be included or excluded from the extraction depending on the selection indicator. For example, the user can select "No" for private schools if he or she would like to create a data file that only includes public school first graders. The selection indicator will be either a "Yes" or "No" to specify whether the variable code should be included or excluded, respectively.

Figure 8-53—Child catalog Extract Specifications window

Table 8-8.—Fall-first grade predefined taglist—child catalog

| Field name | Field label | Required | Limiting field |
|---|---|---|---|
| CHILDID | CHILD IDENTIFICATION NUMBER | YES | NO |
| S4_ID | SPRING 2000 SCHOOL IDENTIFICATION NUMBER | YES | NO |
| T4_ID | SPRING 2000 TEACHER IDENTIFICATION NUMBER | YES | NO |
| D4T_ID | SPRING 2000 SPECIAL ED TEACHER ID NUMBER | YES | NO |
| R3REGION | R3 CENSUS REGION | YES | NO |
| R3URBAN | R3 LOCATION TYPE | YES | NO |
| R3LOCALE | R3 LOCATION TYPE - 8 CATEGORY | YES | NO |
| R4REGION | R4 CENSUS REGION | YES | NO |
| R4URBAN | R4 LOCATION TYPE - 7 CATEGORY | YES | NO |
| R4LOCALE | R4 LOCATION TYPE - 8 CATEGORY | YES | NO |
| GENDER | CHILD COMPOSITE GENDER | YES | NO |
| RACE | CHILD COMPOSITE RACE | YES | NO |
| R3AGE | R3 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | YES | NO |
| R4AGE | R4 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | YES | NO |
| R3ELIG | R3 CHILD ELIGIBILITY IN ROUND 3 | YES | YES |
| C3CW0 | C3 CHILD WEIGHT FULL SAMPLE | NO | NO |
| C3PW0 | C3 PARENT WEIGHT FULL SAMPLE | NO | NO |
| C3RSCALE | C3 READING IRT SCALE SCORE | NO | NO |
| C3RTSCOR | C3 READING T-SCORE | NO | NO |
| C3RPROF1 | C3 PROF1 - LETTER RECOGNITION | NO | NO |
| C3RPROF2 | C3 PROF2 - BEGINNING SOUNDS | NO | NO |
| C3RPROF3 | C3 PROF3 - ENDING SOUNDS | NO | NO |
| C3RPROF4 | C3 PROF4 - SIGHT WORDS | NO | NO |
| C3RPROF5 | C3 PROF5 - WORD IN CONTEXT | NO | NO |
| C3RPROB1 | C3 PROB1 - LETTER RECOGNITION | NO | NO |
| C3RPROB2 | C3 PROB2 - BEGINNING SOUNDS | NO | NO |
| C3RPROB3 | C3 PROB3 - ENDING SOUNDS | NO | NO |
| C3RPROB4 | C3 PROB4 - SIGHT WORDS | NO | NO |
| C3RPROB5 | C3 PROB5 - WORD IN CONTEXT | NO | NO |
| C3RPRINT | C3 PRINT FAMILIARITY | NO | NO |
| C3MSCALE | C3 MATH IRT SCALE SCORE | NO | NO |
| C3MTSCOR | C3 MATH T-SCORE | NO | NO |
| C3MPROF1 | C3 PROF1 - COUNT, NUMBER, SHAPE | NO | NO |
| C3MPROF2 | C3 PROF2 - RELATIVE SIZE | NO | NO |
| C3MPROF3 | C3 PROF3 - ORDINALITY, SEQUENCE | NO | NO |
| C3MPROF4 | C3 PROF4 - ADD/SUBTRACT | NO | NO |
| C3MPROF5 | C3 PROF5 - MULTIPLY/DIVIDE | NO | NO |
| C3MPROB1 | C3 PROB1 - COUNT, NUMBER, SHAPE | NO | NO |
| C3MPROB2 | C3 PROB2 - RELATIVE SIZE | NO | NO |
| C3MPROB3 | C3 PROB3 - ORDINALITY, SEQUENCE | NO | NO |
| C3MPROB4 | C3 PROB4 - ADD/SUBTRACT | NO | NO |
| C3MPROB5 | C3 PROB5 - MULTIPLY/DIVIDE | NO | NO |
| C3GSCALE | C3 GENERAL KNOWLEDGE IRT SCALE SCORE | NO | NO |
| C3GTSCOR | C3 GENERAL KNOWLEDGE T-SCORE | NO | NO |
| C3CMOTOR | C3 COMPOSITE MOTOR SKILLS | NO | NO |
| P1FIRKDG | P1 FIRST-TIME KINDERGARTNER | YES | YES |
| W1SESQ5 | W1 CATEGORICAL SES MEASURE | YES | NO |
| T4GLVL | T4 GRADE LEVEL OF CHILD | YES | YES |
| S4PUPRI | S4 PUBLIC OR PRIVATE SCHOOL | YES | YES |
| S4SCTYP | S4 SCHOOL TYPE FROM THE SCH ADMIN QUEST | YES | NO |
| S4ENRLS | S4 TOTAL SCHOOL ENROLLMENT | YES | NO |
| C3SPASMT | C3 CHILD ASSESSMENT IN SPANISH | NO | NO |

Table 8-9.—Spring-first grade predefined taglist—child catalog

| Field name | Field label | Required | Limiting field |
|---|---|---|---|
| CHILDID | CHILD IDENTIFICATION NUMBER | YES | NO |
| S4_ID | SPRING 2000 SCHOOL IDENTIFICATION NUMBER | YES | NO |
| T4_ID | SPRING 2000 TEACHER IDENTIFICATION NUMBER | YES | NO |
| D4T_ID | SPRING 2000 SPECIAL ED TEACHER ID NUMBER | YES | NO |
| R3REGION | R3 CENSUS REGION | YES | NO |
| R3URBAN | R3 LOCATION TYPE | YES | NO |
| R3LOCALE | R3 LOCATION TYPE - 8 CATEGORY | YES | NO |
| R4REGION | R4 CENSUS REGION | YES | NO |
| R4URBAN | R4 LOCATION TYPE - 7 CATEGORY | YES | NO |
| R4LOCALE | R4 LOCATION TYPE - 8 CATEGORY | YES | NO |
| GENDER | CHILD COMPOSITE GENDER | YES | NO |
| RACE | CHILD COMPOSITE RACE | YES | NO |
| R3AGE | R3 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | YES | NO |
| R4AGE | R4 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | YES | NO |
| R3ELIG | R3 CHILD ELIGIBILITY IN ROUND 3 | YES | YES |
| C4CW0 | C4 CHILD WEIGHT FULL SAMPLE | NO | NO |
| C4PW0 | C4 PARENT WEIGHT FULL SAMPLE | NO | NO |
| C4CPTW0 | C4 CHILD-PARENT-TCHER WEIGHT FULL SAMPLE | NO | NO |
| C4RSCALE | C4 READING IRT SCALE SCORE | NO | NO |
| C4RTSCOR | C4 READING T-SCORE | NO | NO |
| C4RPROF1 | C4 PROF1 - LETTER RECOGNITION | NO | NO |
| C4RPROF2 | C4 PROF2 - BEGINNING SOUNDS | NO | NO |
| C4RPROF3 | C4 PROF3 - ENDING SOUNDS | NO | NO |
| C4RPROF4 | C4 PROF4 - SIGHT WORDS | NO | NO |
| C4RPROF5 | C4 PROF5 - WORD IN CONTEXT | NO | NO |
| C4RPROB1 | C4 PROB1 - LETTER RECOGNITION | NO | NO |
| C4RPROB2 | C4 PROB2 - BEGINNING SOUNDS | NO | NO |
| C4RPROB3 | C4 PROB3 - ENDING SOUNDS | NO | NO |
| C4RPROB4 | C4 PROB4 - SIGHT WORDS | NO | NO |
| C4RPROB5 | C4 PROB5 - WORD IN CONTEXT | NO | NO |
| C4RPRINT | C4 PRINT FAMILIARITY | NO | NO |
| C4MSCALE | C4 MATH IRT SCALE SCORE | NO | NO |
| C4MTSCOR | C4 MATH T-SCORE | NO | NO |
| C4MPROF1 | C4 PROF1 - COUNT, NUMBER, SHAPE | NO | NO |
| C4MPROF2 | C4 PROF2 - RELATIVE SIZE | NO | NO |
| C4MPROF3 | C4 PROF3 - ORDINALITY, SEQUENCE | NO | NO |
| C4MPROF4 | C4 PROF4 - ADD/SUBTRACT | NO | NO |
| C4MPROF5 | C4 PROF5 - MULTIPLY/DIVIDE | NO | NO |
| C4MPROB1 | C4 PROB1 - COUNT, NUMBER, SHAPE | NO | NO |
| C4MPROB2 | C4 PROB2 - RELATIVE SIZE | NO | NO |
| C4MPROB3 | C4 PROB3 - ORDINALITY, SEQUENCE | NO | NO |
| C4MPROB4 | C4 PROB4 - ADD/SUBTRACT | NO | NO |
| C4MPROB5 | C4 PROB5 - MULTIPLY/DIVIDE | NO | NO |
| C4GSCALE | C4 GENERAL KNOWLEDGE IRT SCALE SCORE | NO | NO |
| C4GTSCOR | C4 GENERAL KNOWLEDGE T-SCORE | NO | NO |
| C4CMOTOR | C4 COMPOSITE MOTOR SKILLS | NO | NO |
| P1FIRKDG | P1 FIRST-TIME KINDERGARTNER | YES | YES |
| W1SESQ5 | W1 CATEGORICAL SES MEASURE | YES | NO |
| T4GLVL | T4 GRADE LEVEL OF CHILD | YES | YES |
| S4PUPRI | S4 PUBLIC OR PRIVATE SCHOOL | YES | YES |
| S4SCTYP | S4 SCHOOL TYPE FROM THE SCH ADMIN QUEST | YES | NO |
| S4ENRLS | S4 TOTAL SCHOOL ENROLLMENT | YES | NO |
| C4SPASMT | C4 CHILD ASSESSMENT IN SPANISH | NO | NO |

Table 8-10.—First grade predefined taglist—child catalog

| Field name | Field label | Required | Limiting field |
|---|---|---|---|
| CHILDID | CHILD IDENTIFICATION NUMBER | YES | NO |
| S4_ID | SPRING 2000 SCHOOL IDENTIFICATION NUMBER | YES | NO |
| T4_ID | SPRING 2000 TEACHER IDENTIFICATION NUMBER | YES | NO |
| D4T_ID | SPRING 2000 SPECIAL ED TEACHER ID NUMBER | YES | NO |
| R3REGION | R3 CENSUS REGION | YES | NO |
| R3URBAN | R3 LOCATION TYPE | YES | NO |
| R3LOCALE | R3 LOCATION TYPE - 8 CATEGORY | YES | NO |
| R4REGION | R4 CENSUS REGION | YES | NO |
| R4URBAN | R4 LOCATION TYPE - 7 CATEGORY | YES | NO |
| R4LOCALE | R4 LOCATION TYPE - 8 CATEGORY | YES | NO |
| GENDER | CHILD COMPOSITE GENDER | YES | NO |
| RACE | CHILD COMPOSITE RACE | YES | NO |
| R3AGE | R3 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | YES | NO |
| R4AGE | R4 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | YES | NO |
| R3ELIG | R3 CHILD ELIGIBILITY IN ROUND 3 | YES | YES |
| C1_4CW0 | C1C2C3C4 CHILD PANEL WEIGHT FULL SAMPLE | NO | NO |
| C1_4PW0 | C1C2C3C4 PARENT PANEL WEIGHT FULL SAMPLE | NO | NO |
| C4CPTW0 | C4 CHILD-PARENT-TCHER WEIGHT FULL SAMPLE | NO | NO |
| Y2COMW0 | C1C2C4+BYCOMW0+P4/T4 PNL WT FULL SAMPLE | NO | NO |
| C3RSCALE | C3 READING IRT SCALE SCORE | NO | NO |
| C3RPROF1 | C3 PROF1 - LETTER RECOGNITION | NO | NO |
| C3RPROF2 | C3 PROF2 - BEGINNING SOUNDS | NO | NO |
| C3RPROF3 | C3 PROF3 - ENDING SOUNDS | NO | NO |
| C3RPROF4 | C3 PROF4 - SIGHT WORDS | NO | NO |
| C3RPROF5 | C3 PROF5 - WORD IN CONTEXT | NO | NO |
| C3RPROB1 | C3 PROB1 - LETTER RECOGNITION | NO | NO |
| C3RPROB2 | C3 PROB2 - BEGINNING SOUNDS | NO | NO |
| C3RPROB3 | C3 PROB3 - ENDING SOUNDS | NO | NO |
| C3RPROB4 | C3 PROB4 - SIGHT WORDS | NO | NO |
| C3RPROB5 | C3 PROB5 - WORD IN CONTEXT | NO | NO |
| C3RPRINT | C3 PRINT FAMILIARITY | NO | NO |
| C3MSCALE | C3 MATH IRT SCALE SCORE | NO | NO |
| C3MPROF1 | C3 PROF1 - COUNT, NUMBER, SHAPE | NO | NO |
| C3MPROF2 | C3 PROF2 - RELATIVE SIZE | NO | NO |
| C3MPROF3 | C3 PROF3 - ORDINALITY, SEQUENCE | NO | NO |
| C3MPROF4 | C3 PROF4 - ADD/SUBTRACT | NO | NO |
| C3MPROF5 | C3 PROF5 - MULTIPLY/DIVIDE | NO | NO |
| C3MPROB1 | C3 PROB1 - COUNT, NUMBER, SHAPE | NO | NO |
| C3MPROB2 | C3 PROB2 - RELATIVE SIZE | NO | NO |
| C3MPROB3 | C3 PROB3 - ORDINALITY, SEQUENCE | NO | NO |
| C3MPROB4 | C3 PROB4 - ADD/SUBTRACT | NO | NO |
| C3MPROB5 | C3 PROB5 - MULTIPLY/DIVIDE | NO | NO |
| C3GSCALE | C3 GENERAL KNOWLEDGE IRT SCALE SCORE | NO | NO |
| C4RSCALE | C4 READING IRT SCALE SCORE | NO | NO |
| C4RPROF1 | C4 PROF1 - LETTER RECOGNITION | NO | NO |
| C4RPROF2 | C4 PROF2 - BEGINNING SOUNDS | NO | NO |
| C4RPROF3 | C4 PROF3 - ENDING SOUNDS | NO | NO |
| C4RPROF4 | C4 PROF4 - SIGHT WORDS | NO | NO |

Table 8-10.—First grade predefined taglist—child catalog (continued)

| Field name | Field label | Required | Limiting field |
|---|---|---|---|
| C4RPROF5 | C4 PROF5 - WORD IN CONTEXT | NO | NO |
| C4RPROB1 | C4 PROB1 - LETTER RECOGNITION | NO | NO |
| C4RPROB2 | C4 PROB2 - BEGINNING SOUNDS | NO | NO |
| C4RPROB3 | C4 PROB3 - ENDING SOUNDS | NO | NO |
| C4RPROB4 | C4 PROB4 - SIGHT WORDS | NO | NO |
| C4RPROB5 | C4 PROB5 - WORD IN CONTEXT | NO | NO |
| C4RPRINT | C4 PRINT FAMILIARITY | NO | NO |
| C4MSCALE | C4 MATH IRT SCALE SCORE | NO | NO |
| C4MPROF1 | C4 PROF1 - COUNT, NUMBER, SHAPE | NO | NO |
| C4MPROF2 | C4 PROF2 - RELATIVE SIZE | NO | NO |
| C4MPROF3 | C4 PROF3 - ORDINALITY, SEQUENCE | NO | NO |
| C4MPROF4 | C4 PROF4 - ADD/SUBTRACT | NO | NO |
| C4MPROF5 | C4 PROF5 - MULTIPLY/DIVIDE | NO | NO |
| C4MPROB1 | C4 PROB1 - COUNT, NUMBER, SHAPE | NO | NO |
| C4MPROB2 | C4 PROB2 - RELATIVE SIZE | NO | NO |
| C4MPROB3 | C4 PROB3 - ORDINALITY, SEQUENCE | NO | NO |
| C4MPROB4 | C4 PROB4 - ADD/SUBTRACT | NO | NO |
| C4MPROB5 | C4 PROB5 - MULTIPLY/DIVIDE | NO | NO |
| C4GSCALE | C4 GENERAL KNOWLEDGE IRT SCALE SCORE | NO | NO |
| P1FIRKDG | P1 FIRST-TIME KINDERGARTNER | YES | YES |
| W1SESQ5 | W1 CATEGORICAL SES MEASURE | YES | NO |
| T4GLVL | T4 GRADE LEVEL OF CHILD | YES | YES |
| S4PUPRI | S4 PUBLIC OR PRIVATE SCHOOL | YES | YES |
| S4SCTYP | S4 SCHOOL TYPE FROM THE SCH ADMIN QUEST | YES | NO |
| S4ENRLS | S4 TOTAL SCHOOL ENROLLMENT | YES | NO |
| C3SPASMT | C3 CHILD ASSESSMENT IN SPANISH | NO | NO |
| C4SPASMT | C4 CHILD ASSESSMENT IN SPANISH | NO | NO |

The limiting fields feature for each catalog allows the user to create a subset of cases based on the settings of the Select column in the Extract Specifications window. The default setting is all "Yes" in the Select column meaning that all records will be present in the extract file. To exclude records in a particular category of a variable, change the "Yes" associated with that code in the Select column to "No" by double-clicking on it. At least one of the codes for each limiting variable must be selected as "Yes" or no records will be extracted for analysis. For example, an extract using the default specifications above will include both kindergartners and first graders. To restrict the extract to records for first graders only, double-click the "Yes" next to all the kindergarten classes to change to "No".

**8.7          Base Year School Catalog**

The base year school catalog contains information from base year schools selected to participate in the ECLS-K survey and includes data collected at the school level from school administrators and ECLS-K field staff. Refer to chapter 7 for instructions on using the data from the base year school catalog for first grade school level analyses.

**Base Year School Catalog Required Variables**

Table 8-11 presents the pretagged required variables that will be automatically extracted for all user-created data files from the base year school catalog. The user cannot remove the required variables from the taglist. All user-defined taglists will include the required variables. The last variable, S2 Public or Private School, is the limiting field. The school catalog is organized into blocks of data corresponding to specific content areas. See section 8.7.3 for more information on limiting fields.

Table 8-11.— Base year school catalog required variables

| Field name | Field label |
| --- | --- |
| S_ID | School Identification Number |
| CREGION | Census Region in Sample Frame |
| KURBAN | Location Type in Sample Frame |
| S2SAQW0 | S2 School Weight Full Sample |
| S2KSCTYP | S2 School Type from the Sch Admin Quest |
| S2KENRLK | S2 Total School K Enrollment |
| S2KENRLS | S2 Total School Enrollment |
| S2KPUPRI | S2 Public or Private School |

The school catalog is organized into blocks of data corresponding to specific content areas. The content areas are as follows:

- ■    **Identifier** is the school identification number.

- ■    **School demographic** data are from the sampling frame (e.g., census region).

- ■    **School weight full sample**. This variable is not needed when merging base year school data with first grade child-level school data.

- ■    **School administrator data status flag** indicates unit response for school administrator questionnaire.

- **Facility checklist data status flag** indicates unit response facility checklist.

- **School administrator composites** were created to facilitate data analysis.

- **School administrator data** are the data items from the school administrator questionnaire.

- **Facility checklist data** are the data items from the facility checklist.

- **School Taylor series sampling strata and PSUs** are the stratum and first-stage unit identifiers that are required for estimating standard errors with the Taylor Series linearization method using software such as SUDAAN or STATA.

- **School weight replicates** are used to estimate standard errors using the JK2 with WesVar. Each replicate is a subsample of the full sample. The variability of the replicate estimates about the full sample estimate is used to estimate the variance of the full sample estimate. Table 8-12 presents the order of the data blocks on the school data file.

- **New variables for public-use** file are variables created for respondent confidentiality.

Table 8-12.—Base year school catalog blocks

| Order | Block |
|-------|-------|
| 1 | Identifier |
| 2 | School demographic data |
| 3 | School weight full sample |
| 4 | School administrator questionnaire data status flag |
| 5 | Facility checklist data status flag |
| 6 | School administrator questionnaire composites |
| 7 | School administrator data |
| 8 | Facility checklist data |
| 9 | School Taylor series sampling strata and PSU |
| 10 | School replicate weights |
| 11 | New variables for public-use file |

### 8.7.1    Base Year School Catalog Topical Variable Groupings

The variables within the base year school catalog are organized into topical categories to help locate and identify desired variables. These categories are identified in table 8-13. The first column of the table describes the topic, the second column lists the variable identifiers that indicate the source of the data (e.g., the school administrator questionnaire or the facility checklist), as well as when the data was collected (i.e., spring-kindergarten). The third column is a description of the topic. The last column is

the "Field ID," which is how you search the data for the topics. Field ID can be used by the "Go" function in the Variable List.

However, table 8-13 is only for the convenience of searching for variables and includes only variables that belong to certain topics. It does not reflect the contents of the entire school catalog.

**8.7.2       Base Year School Catalog Predefined Taglists**

There is one predefined taglist for the base year school catalog that can be used for extracting data. This predefined taglist is named Key Variables and contains only the required variables listed in table 8-11.
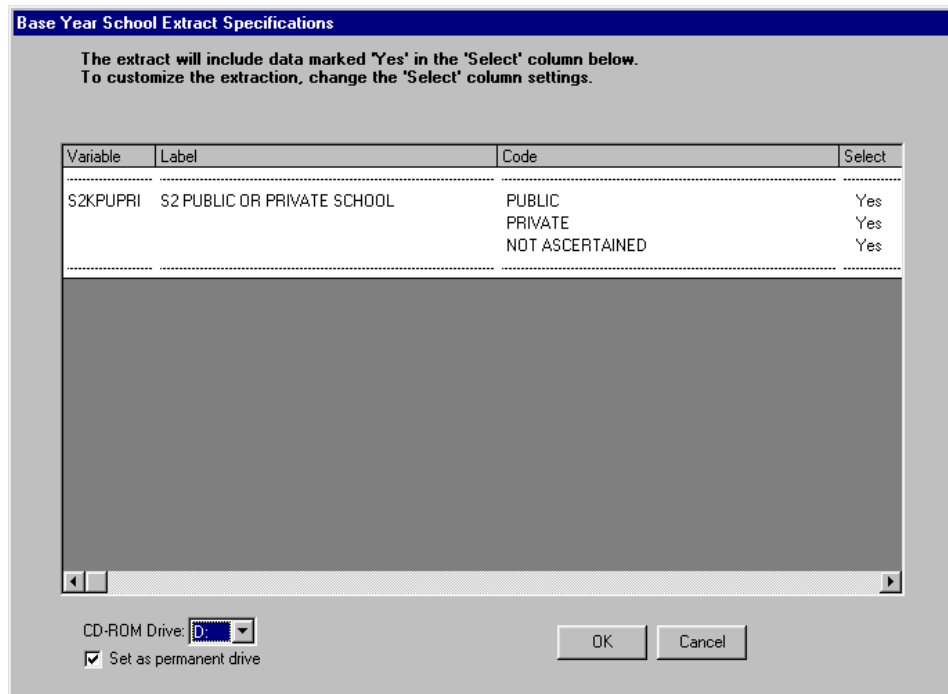
**8.7.3       Base Year School Catalog Limiting Fields**

The Limiting Field for the base year school catalog is the variable "school type" (public vs. private), which is shown in figure 8-54. This limiting field is specific to the school catalog and allows codes within it to be included or excluded from the extraction depending on the selection indicator. For example, the user can select "No" for private schools if he or she would like to create a data file that only includes public schools. The selection indicator will be either a "Yes" or "No" to specify whether the cases that match the variable code should be included or excluded, respectively.

Table 8-13.—Base year school catalog topical variable groupings

| Topic | Variable identifier | Description | Field ID |
|---|---|---|---|
| School composites | S2KSCTYP - S2KPUPRI (Variable Name) | School type, enrollment, percent minority, free/reduced lunch eligible, school instructional level, school year length, percent gifted and talented | 8-17 |
| School characteristics | S2 Q1-S2 Q22 | Attendance, enrollment, grade levels, school type, special programs, student composition, admission requirements, federal programs, kindergarten programs, cutoff dates for kindergarten entry | 18-137 |
| School facilities and resources | S2 Q23 – S2 Q28 | Funding sources, facilities (e.g., cafeteria, music room, auditorium), computers | 137-172 |
| | K2 Q1 | Availability and condition of various facilities (e.g., lighting, ventilation, noise, handicap accessible) | 481-581 |
| Community characteristics and school safety | S2 Q29 – S2 Q33 | Busing, students attending within/outside neighborhood, community type, community safety, school safety | 173-194 |
| | K2 Q2 – K2 Q4 | Physical security in school building, neighborhood conditions, adequacy of safety measures | 582-599 |
| School policies and practices | S2 Q34 – S2Q40 | Uniform code, placement testing and assessments, retention practices | 195–232 |
| School-family-community connections | S2 Q41 – S2Q47 | Programs and services for families, school's communication with parents, parent involvement in schools, school-based management | 233–286 |
| School programs for special populations | S2Q48 – S2Q57 | Limited English proficient, bilingual programs, special education, gifted and talented | 287–319 |
| Staffing and teacher characteristics | S2Q58 – S2Q63 | School staff list, salary information, staff's racial-ethnic distribution | 320–351 |
| School governance and climate | S2Q64 – S2Q69 | Teacher observations, professional development, goals for kindergarten teachers, process for decision making, school climate, principal evaluation factors | 352–437 |
| Principal characteristics | S2 Q70 – S2 Q79 | Administrator's gender, race-ethnicity, birth year, experience, education, time spent in activities, familiarity with students | 438–477 703 |
| School atmosphere | K2 Q5 – K2 Q6 | Observations of children's expressions, learning environment | 600-610 |

Figure 8-54.—Base year school catalog limiting fields



The Limiting Fields feature for each catalog allows the user to create a subset of cases based on the settings of the Select column in the Extract Specifications window. The default setting is all "Yes" in the Select column meaning that all records will be present in the extract file. At least one of the codes for the limiting variable must be selected as "Yes" or no records will be extracted for analysis. For example, an extract using the default specifications above will include all schools (public, private, and not ascertained). To restrict the extract to private school records, double-click the "Yes" next to "Public" to change it to "No," and double-click the "Yes" next to "Not Ascertained" to change it to "No."

## 8.8        Switching Catalogs

The ECLS-K First Grade Public-Use ECB provides the capability of closing one catalog and opening another catalog without exiting the ECB program.

**How to Change Displayed Catalogs in the ECB:**

1.      In the main ECB screen, click on the File pulldown menu and select the Open Catalog option.
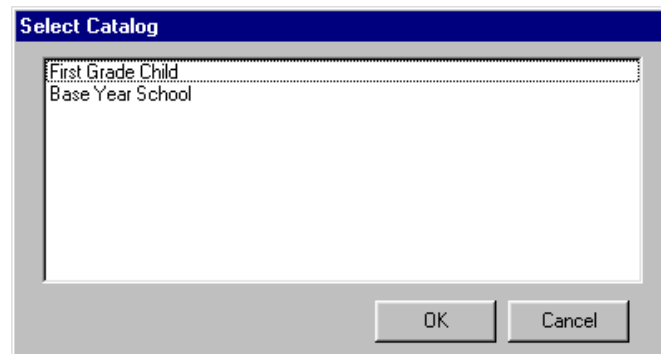
2. If you have unsaved changes made to the Working Taglist, you will be prompted to save the changes (figure 8-55).

Figure 8-55.—Save changes
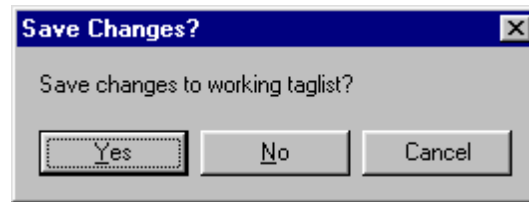


3. You can then either choose "Yes" to proceed to save the taglist or "No" to abandon the changes.

4. The Select Catalog screen, shown in figure 8-56, appears.
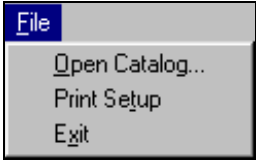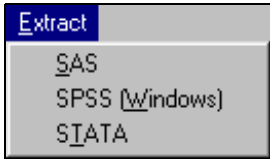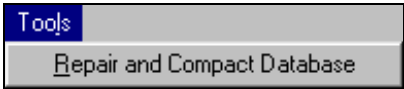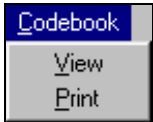
Figure 8-56.—Select Catalog screen



5. Highlight the catalog that you wish to open and click on the OK button. Note that the existing catalog will be closed automatically when you open another catalog.

In addition to the menu items found on the menu bar, the ECB screen contains various command buttons and labels. The command buttons, when pressed, cause an event to occur, such as moving a variable from the Variable List to the Working Taglist. They are explained in details in section 8.3, the Variable List, and section 8.4, Working Taglist.

## 8.9  Menu Bar Descriptions

**ECLS-K First Grade Public-Use ECB - First Grade Child**
File  Taglist  Extract  Tools  Codebook  Help

| | |
|---|---|
| **File**<br>Open Catalog...<br>Print Setup<br>Exit | The File menu contains the commands needed to:<br>■  Select and open a catalog;<br>■  Set up your data for printing; and<br>■  Exit the ECB. |
| **Taglist**  Extract  Tool<br>New       Ctrl+N<br>Open      Ctrl+O<br>Delete<br>Add<br>Save      Ctrl+S<br>Save As<br>Import<br>Export | The Taglist menu contains the commands required to manipulate the variable lists once a catalog has been selected:<br>■  Create a new taglist;<br>■  Open a previously saved or predefined taglist;<br>■  Delete a previously saved taglist;<br>■  Add a previously saved or predefined taglist to the working taglist;<br>■  Save the working taglist;<br>■  Save a taglist with another name;<br>■  Import a previously exported taglist as working taglist and;<br>■  Export the working taglist for distribution. |
| **Extract**<br>SAS<br>SPSS (Windows)<br>STATA | The Extract menu contains options to create a syntax file for:<br>■  SAS;<br>■  SPSS; or<br>■  STATA. |
| **Tools**<br>Repair and Compact Database | The Tools menu contains:<br>■  The command for repairing and compacting the ECLS-K database. |
| **Codebook**<br>View<br>Print | The Code Book menu contains the command for:<br>■  Viewing the entire code book based on the working taglist; and<br>■  Printing the entire code book based on the working taglist. |
| **Help**<br>Contents<br>About | The Help provides access to the detailed online help system. |

# 9. CREATING A LONGITUDINAL FILE

Longitudinal analyses with the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) can be conducted both "within school year" and "across school years." Examples of within-year analyses are those that look at children's growth in cognitive scores between fall and spring of kindergarten or between fall and spring of first grade. Such analyses do not require the combined use of kindergarten and first grade data. They can be conducted using just the kindergarten base year files or just the first grade files and are, therefore, not discussed in this chapter. Cross-year (K-1) analyses, on the other hand, are those that combine information from both the kindergarten year and the first grade year and are the focus of this chapter.

This chapter describes how to combine (or merge) the first grade and kindergarten files to create cross-year files for K-1 longitudinal analyses. The information contained in this chapter applies to users of the base year and first grade files. Users of the public-use files can consider using the public-use longitudinal file briefly described in chapter 1, which combines data from the base and first grade years. It contains longitudinal weights so that analysts can examine children's growth and development between kindergarten and first grade. Although it is somewhat streamlined, it contains most of the variables in the restricted-use files.

This chapter begins with a discussion of K-1 longitudinal analyses and the types of research questions that can be addressed with cross-year files. It then describes the merging procedures and the K-1 longitudinal weights.

## 9.1 Conducting Longitudinal Analyses

As described in chapter 1, one of the primary goals of the ECLS-K is to understand how children's early experiences influence their transition into kindergarten and their progression through the early elementary school years. A major strength of the ECLS-K design is that it captures important aspects of children's experiences as they occur. Thus, information about children's transition into kindergarten is measured in the fall of their kindergarten year and again in the spring. Capturing this information as it occurs means that the information is not distorted by faulty memory or by revisions to memory based on subsequent experiences. In addition, information from earlier points in time can be used

as predictors of later events and experiences thereby strengthening the ability of researchers to make causal inferences.

In conducting K-1 longitudinal analyses with the ECLS-K data, it is important to keep in mind the sample design described in chapter 4. In particular, certain features of the design must be considered in conducting K-1 analyses. First, because the first grade data are only being released as child-based files, all K-1 analyses will, of necessity, be child-based. Second, the first grade data are not representative of all first grade schools or classrooms or teachers in the United States. Researchers conducting K-1 analyses should not attempt to use the data to describe the population of first grade classrooms, of teachers, or of schools containing first grades. However, information about the first grade schools can be used in the child-based analyses to examine, for example, the influence of the school environment on children's learning. Users may also examine the influence of the kindergarten year school characteristics on children's first grade experiences.

## 9.2        Examples of Research Questions

There are a variety of research questions that can be examined using the K-1 longitudinal files; the following are some examples:

1.    How much do children's reading and math skills increase between the fall of kindergarten and the spring of first grade?

2.    Do measures of school readiness at the beginning of kindergarten predict children's skill and knowledge levels at the end of first grade?

3.    What family background characteristics (e.g., family poverty, parent education, maternal employment) affect children's later school outcomes?

4.    Do children who easily adapted to a school setting in kindergarten do better in first grade than their peers who experienced more difficulty settling into school or are there no lingering effects of a slow adjustment to kindergarten?

5.    To what extent do children experience gains or losses in their learning between spring of kindergarten and fall-first grade when school is out?

6.    Do factors, such as participation in enrichment programs, help to minimize summer learning loss, after controlling for family background factors?

To study these and similar questions, researchers would combine information from two or more rounds of data collection, across the kindergarten and first grade years. For the first question, the researcher would need to examine differences between fall-kindergarten and spring-first grade assessment scores. To do this, one would combine fall-kindergarten data with spring-first grade data. Similarly, questions 2 and 3 (regarding the relationship between readiness at kindergarten entry—or maternal employment in that time frame—and first grade outcomes) would be examined by combining data from the same two timepoints. Note that for question 3 one would need to include data from the parent interview in the base year.

Researchers who want to examine the influence of children's kindergarten adjustment on their first grade performance, as in question 4, might use data from three rounds (i.e., fall-kindergarten, spring-kindergarten, and spring-first grade). For example, one could create variables from fall-kindergarten and spring-kindergarten to measure adjustment during kindergarten and then relate those variables to outcomes in the spring of first grade.

K-1 files can also be used to answer questions 5 and 6, focusing on summer learning gains or losses. For these questions, a researcher would combine data from spring-kindergarten with data from fall-first grade. Because the fall-first grade data are available for only a subsample of the ECLS-K children, these analyses would be restricted to the 5,424 children in the fall-first grade sample.

## 9.3 Merging Base Year Child-Level Data with the First Grade Child-Level Data

To create a K-1 data file, which combines data from the base year and first grade data collections, an analyst should use the ECLS-K Restricted-Use or Public-Use Base Year Electronic Code Book (ECB) (NCES 2000-079 or NCES 2001-029) and the ECLS-K First Grade Restricted-Use ECB (NCES 2001-102). The same procedures can be followed by users who wish to create a public-use K-1 longitudinal file themselves. Perform the following steps to merge the base year child-level variables needed for analysis with the first grade child-level variables needed:

1. Select the variables to be analyzed from the base year ECB child catalog and the variable CHILDID. This creates a "working taglist" (see section 8.4 in chapter 8 for more detail on how to create a working taglist).

2. Run the program generated after extraction to create a base year data set (DATA1).

3.    Using the child catalog from the First-Grade Restricted-Use ECB, select the variables to be analyzed and the variable CHILDID.

4.    Run the program generated after extraction to create a first grade data set (DATA2).

5.    Sort DATA1 and DATA2 by CHILDID.

6.    Merge DATA1 and DATA2 by CHILDID.

This merged file will contain 21,399 cases, some of which will not have K-1 longitudinal weights. For example, base year respondents who did not participate in either the fall or spring of first grade, movers who were not included in the first grade sample and children included through the first grade freshening process, will not have any K-1 longitudinal weights. To select cases with K-1 longitudinal data, a user can use a K-1 longitudinal weight appropriate to the analysis.

## 9.4    K-1 Longitudinal Weights

### 9.4.1    Type of K-1 Longitudinal Weights

K-1 longitudinal weights are used when analyzing data in the K-1 file created by merging base year and first grade data, whereas cross-sectional weights are used for analyses within one round of data collection. There are several sets of K-1 longitudinal weights computed for children with complete data from different combinations of rounds. All K-1 longitudinal weights are child-level weights. There are no K-1 longitudinal weights at the school or teacher level since school- and teacher-level weights are not computed for the first grade year.

The K-1 longitudinal weights, available on the first grade restricted-use ECB, are described in table 9-1. This table is designed to help users choose appropriate weights for their analysis. First, decide which two or more points in time are the focus of the analysis. The analysis could pertain to two points in time (any two of spring-kindergarten, fall-first grade, and spring-first grade), three points in time (any three of fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade), or four points in time (all four rounds of data). For example, if the analysis uses spring-kindergarten and fall-first grade data, then the appropriate weights would be those beginning with C23 (denoting child-level data from round 2 AND round 3). Second, consider the source of the data, which also affects the choice of the weight. In table 9-1, details under "to be used in the analysis of …" provide guidance based on whether the data were collected through the child assessments, parent interviews, or teacher questionnaires A or B.

9-4

For the same example noted earlier, the two weights available are C23CW0 and C23PW0. If parent data from spring-kindergarten and fall-first grade are needed for the analysis, then C23PW0 should be used.

Base year longitudinal weights for the analysis of the base year data (within the kindergarten year) alone are described in the base year user's manuals. First grade longitudinal weights for the analysis of the first grade data (within the first grade year) alone are described in chapter 4 of this user's manual.

Table 9-1.— ECLS-K: K-1 longitudinal weights

| K-1 longitudinal (panel) weights | |
| --- | --- |
| Weight | to be used for analysis of ... |
| C23CW0 | child direct assessment data from BOTH spring-kindergarten and fall-first grade, alone or in conjunction with any combination of a limited set of child characteristics (e.g., age, sex, race-ethnicity). |
| C23PW0 | parent interview data from BOTH spring-kindergarten and fall-first grade. |
| C123CW0 | child direct assessment data from fall- AND spring-kindergarten AND fall-first grade, alone or in conjunction with any combination of a limited set of child characteristics (e.g., age, sex, race-ethnicity). |
| C123PW0 | parent interview data from fall- AND spring-kindergarten AND fall-first grade. |
| C24CW0 | child direct assessment data from BOTH spring-kindergarten and spring-first grade, alone or in conjunction with any combination of a limited set of child characteristics (e.g., age, sex, race-ethnicity). |
| C24PW0 | parent interview data from BOTH spring-kindergarten and spring-first grade. |
| C124CW0 | child direct assessment data from fall-kindergarten AND spring-kindergarten AND spring-first grade, alone or in conjunction with any combination of a limited set of child characteristics (e.g., age, sex, race-ethnicity). |
| C124PW0 | parent interview data from fall-kindergarten AND spring-kindergarten AND spring-first grade. |
| C1_4CW0 | child direct assessment data from all four rounds of data collection, alone or in conjunction with any combination of a limited set of child characteristics (e.g., age, sex, and race-ethnicity). |
| C1_4PW0 | parent interview data from all four rounds of data collection. |
| Y2COMW0 | child direct assessment data from fall-kindergarten AND spring-kindergarten AND spring-first grade, in conjunction with parent and/or teacher data from spring-first grade, AND one or more base year rounds of parent and/or teacher data. |

K-1 longitudinal weights are used to produce estimates of differences between two or more rounds of data collection spanning across both kindergarten and first grade. Simple examples involving two rounds of data collection are the differences in children's mean assessment scores between spring kindergarten and spring first grade using C24CW0, and the difference in social rating scores as reported

by parents using C24PW0 (social rating scores as reported by teachers and parents are not available for fall-first grade). K-1 longitudinal weights are also used to study the characteristics of children who were assessed in two or more rounds of data collection. For example, one can study the characteristics of kindergarten children who went to summer schools and the effect of summer schools on their assessment scores in fall-first grade for children who were assessed in both spring-kindergarten and fall-first grade. In this case, C23PW0 will be used to study the characteristics of the children as reported by their parents, and C23CW0 will be used to estimate the difference in assessment scores between spring-kindergarten and fall-first grade. As noted earlier, any longitudinal analysis that uses data from fall-first grade will be limited to a 27 percent subsample of children.

There may be combinations of data for which no weights were developed. For further advice on which weights to use when analyzing a complex combination of data, contact NCES at *ECLS@ed.gov*.

### 9.4.2 Weighting Procedures

In this section we discuss the statistical procedures used to produce the K-1 longitudinal weights, which are nearly identical to the procedures used for the cross-sectional and within first grade weights (see chapter 4). The differences are primarily in how eligible respondents are defined and in how adjustment cells are created. For example, in computing weight C23CW0, a respondent was defined as a child for whom both cross-sectional weights, C2CW0 and C3CW0, are nonzero. A child with a nonzero C23CW0 has both spring-kindergarten and fall-first grade scorable cognitive assessment data, or was excluded from the cognitive assessments because he or she is a child with disabilities or has a non-English and non-Spanish home language and was not able to pass the Oral Language Development Scale (OLDS).

The first stages of weighting were to:

- Adjust the base year school weight for base year school nonresponse, and

- Compute the base year child weight.

Base year child weights were then adjusted for:

- Subsampling of schools for the study (weights involving fall-first grade only),

- Subsampling of movers (all weights), and

- Child nonresponse (all weights).

Since the K-1 longitudinal weights do not concern children brought into the sample in spring-first grade through sample freshening, the adjustments having to do with freshening do not apply to longitudinal weights. The final stage of weighting was to rake the final adjusted weights to sample control totals. For a description of each stage of weighting, see section 4.3. The adjustment cells vary for each type of weight, depending on the characteristics of the schools, children or parents involved.

### 9.4.3    Characteristics of Longitudinal Weights

The statistical characteristics of the longitudinal weights are presented in table 9-2. For each weight, the number of cases with nonzero values is presented together with the mean weight, the standard deviation, the coefficient variation (i.e., the standard deviation as a percentage of the mean weight), the minimum value of the weight, the maximum value of the weight, the skewness, the kurtosis, and the sum of weights.

Table 9-2.—Characteristics of child-level K-1 longitudinal weights

| Variable name | Number of cases | Mean | Standard deviation | CV ($\times 100$) | Minimum | Maximum | Skewness | Kurtosis | Sum |
|---|---|---|---|---|---|---|---|---|---|
| C23CW0 | 5,216 | 739.84 | 587.55 | 79.42 | 68.23 | 7,182.37 | 3.98 | 21.56 | 3,858,997 |
| C23PW0 | 4,861 | 793.83 | 515.75 | 64.97 | 84.26 | 5,853.21 | 2.97 | 13.04 | 3,858,805 |
| C123CW0 | 4,729 | 815.99 | 646.25 | 79.20 | 76.08 | 7,696.79 | 3.89 | 21.55 | 3,858,824 |
| C123PW0 | 4,295 | 898.37 | 597.89 | 66.55 | 95.35 | 6,421.30 | 3.05 | 14.20 | 3,858,492 |
| C24CW0 | 16,371 | 234.81 | 200.69 | 85.47 | 1.78 | 3,272.40 | 4.22 | 31.65 | 3,844,009 |
| C24PW0 | 14,938 | 257.25 | 198.94 | 77.34 | 1.93 | 2,580.41 | 3.30 | 19.64 | 3,842,784 |
| C124CW0 | 15,001 | 256.28 | 228.52 | 89.17 | 1.54 | 3,877.43 | 3.71 | 24.60 | 3,844,472 |
| C124PW0 | 13,413 | 286.40 | 214.80 | 75.00 | 2.06 | 3,275.79 | 3.84 | 26.53 | 3,841,463 |
| C1_4CW0 | 4,542 | 847.78 | 639.83 | 75.47 | 77.56 | 7,528.68 | 3.49 | 18.68 | 3,850,619 |
| C1_4PW0 | 4,012 | 959.07 | 617.93 | 64.43 | 108.75 | 6,780.92 | 2.86 | 13.48 | 3,847,785 |
| Y2COMW0 | 13,983 | 274.83 | 241.55 | 87.89 | 2.03 | 3,803.82 | 4.26 | 29.97 | 3,842,961 |

The difference in the estimate of the population of students (sum of weights) between the different panels of students and types of weights is due to a combination of factors, among them: (1) the number of base year respondents who became ineligible (due to death, leaving the country, or being a nonsampled mover) after the base year, and (2) the adjustment of the weights for the children of unknown eligibility.

**9.4.4          Variance Estimation**

For each K-1 full sample weight listed in table 9-2, a set of replicate weights was calculated. Replicate weights are used in the jackknife replication method to estimate the standard errors of survey estimates. Any adjustments done to the full sample weights were repeated for the replicate weights.

For any full sample weight involving fall-first grade, there are 40 replicate weights. For all other weights, there are 90 replicate weights. The smaller number of replicates is due to the fact that only 30 percent of the full sample of schools were included in the fall-first grade subsample. See chapter 4 for a description of the fall-first grade sample and how the replicate weights were created. Each replicate weight variable name has the same weight prefix as for the full sample weight variable name. For example, the replicate weights for C23CW0 are C23CW1 through C23CW40; the replicate weights for C24CW0 are C24CW1 through C24CW90.

Stratum and first-stage unit identifiers used with the Taylor Series method are provided for each of the K-1 longitudinal weights in the file. They are described in table 9-3. For a description of the Taylor Series method, see section 4.4.2.

Specifications for computing standard errors are given in table 9-4. For each type of analysis described in table 9.4, users can choose between the replication method and the Taylor Series method for computing standard errors.

Table 9-3.—ECLS-K Taylor Series stratum and first-stage unit identifiers

| Variable name | Description |
|---|---|
| C23CSTR | Sampling stratum–spring-kindergarten/fall-first grade longitudinal C-weights |
| C23CPSU | First-stage primary sampling unit within stratum–spring-kindergarten/fall-first grade longitudinal C-weights |
| C23PSTR | Sampling stratum–spring-kindergarten/fall-first grade longitudinal P-weights |
| C23PPSU | First-stage primary sampling unit within stratum–spring-kindergarten/fall-first grade longitudinal P-weights |
| C123CSTR | Sampling stratum–base year/fall-first grade longitudinal C-weights |
| C123CPSU | First-stage primary sampling unit within stratum–base year/fall-first grade longitudinal C-weights |
| C123PSTR | Sampling stratum–base year/fall-first grade longitudinal P-weights |
| C123PPSU | First-stage primary sampling unit within stratum–base year/fall-first grade longitudinal P-weights |
| C24CSTR | Sampling stratum–spring-kindergarten/spring-first grade longitudinal C-weights |
| C24CPSU | First-stage primary sampling unit within stratum–spring-kindergarten/spring-first grade longitudinal C-weights |
| C24PSTR | Sampling stratum–spring-kindergarten/spring-first grade longitudinal P-weights |
| C24PPSU | First-stage primary sampling unit within stratum–spring-kindergarten/spring-first grade longitudinal P-weights |
| C124CSTR | Sampling stratum–base year/spring-first grade longitudinal C-weights |
| C124CPSU | First-stage primary sampling unit within stratum–base year/spring-first grade longitudinal C-weights |
| C124PSTR | Sampling stratum–base year/spring-first grade longitudinal P-weights |
| C124PPSU | First-stage primary sampling unit within stratum–base year/spring-first grade longitudinal P-weights |
| C1_4CSTR | Sampling stratum–base year/first grade longitudinal C-weights |
| C1_4CPSU | First-stage primary sampling unit within stratum–base year/first grade longitudinal C-weights |
| C1_4PSTR | Sampling stratum–base year/first grade longitudinal P-weights |
| C1_4PPSU | First-stage primary sampling unit within stratum–base year/first grade longitudinal P-weights |
| Y2COMSTR | Sampling stratum–K-1 combined longitudinal weights |
| Y2COMPSU | First-stage primary sampling unit within stratum–K-1 combined longitudinal weights |

For the replication method using WesVar, the full sample weight, the replicate weights, and the method of replication are required parameters. Variance estimation using the ECLS-K data should be done using the paired jackknife method (JK2). As an example, to compute the mean difference in reading scores between spring-kindergarten and spring-first grade and their standard errors, users need to specify C24CW0 as the full sample weight, C24CW1 to C24CW90 as the replicate weights, and JK2 as the method of replication.

For the Taylor Series method using either SUDAAN, SAS, or STATA, the full sample weight, the sample design, the nesting stratum, and primary sampling unit (PSU) variables are required. For the same example earlier, the full sample weight (C24CW0), the with replacement sample design (WR), the stratum variable (C24CSTR) and the PSU variable (C24CPSU) must be specified.

### 9.4.5 Design Effects

An important analytic device is to compare the statistical efficiency of survey estimates with what would have been obtained in a hypothetical and usually impractical simple random sample (SRS) of the same size. For a discussion of design effects and their use, see section 4.5. In this section, design effects are presented for selected illustrative estimates produced using kindergarten-first grade longitudinal weights. The tables that follow show estimates, standard errors, and design effects for selected means and proportions based on the ECLS-K child and parent data. For each survey item, the tables present the number of cases, the estimate, the standard error taking into account the actual sample design (Design SE), the standard error assuming SRS (SRS SE), the root design effect (DEFT), and the design effect (DEFF). Standard errors (Design SE) were produced using JK2.

Standard errors and design effects are presented in tables 9-5 to 9-9. In tables 9-5 and 9-6, data items are from the parent interview data. Full sample weights were used to compute the estimates, then the corresponding replicate weights were used to compute standard errors and design effects. In table 9-5, C24PW0 and the corresponding replicate weights were used. In table 9-6, C1_4PW0 and the corresponding replicate weights were used.

Table 9-4.—Specifications for computing standard errors

| Type of analysis | Full sample weight | | Computing standard errors | | | | | Approximating sampling errors |
| | | Replication method (WesVarPC) | | | Taylor Series method (SUDAAN & STATA) | | DEFT (Average root design effect) |
| | | ID | Replicate weights | Jackknife method | Sample design | Nesting variables | |
|---|---|---|---|---|---|---|---|
| Spring-kindergarten/fall-first grade longitudinal | C23CW0 C23PW0 | CHILDID PARENTID | C23CW1 – C23CW40 C23PW1 – C23PW40 | JK2 JK2 | WR[1] WR | C23CSTR C23CPSU C23PSTR C23PPSU | 1.890 |
| Kindergarten/fall-first grade longitudinal | C123CW0 C123PW0 | CHILDID PARENTID | C123CW1 – C123CW40 C123PW1 – C123PW40 | JK2 JK2 | WR WR | C123CSTR C123CPSU C123PSTR C123PPSU | not available[2] |
| Spring-kindergarten/spring-first grade longitudinal | C24CW0 C24PW0 | CHILDID PARENTID | C24CW1 – C24CW90 C24PW1 – C24PW90 | JK2 JK2 | WR WR | C24CSTR C24CPSU C24PSTR C24PPSU | 1.759 |
| Kindergarten/spring-first grade longitudinal | C124CW0 C124PW0 | CHILDID PARENTID | C124CW1 – C124CW90 C124PW1 – C124PW90 | JK2 JK2 | WR WR | C124CSTR C124CPSU C124PSTR C124PPSU | not available[2] |
| Kindergarten/first grade longitudinal | C1_4CW0 C1_4PW0 | CHILDID PARENTID | C1_4CW1 – C1_4CW40 C1_4PW1 – C1_4PW40 | JK2 JK2 | WR WR | C1_4CSTR C1_4CPSU C1_4PSTR C1_4PPSU | 1.562 |
| Combined longitudinal | Y2COMW0 | CHILDID | Y2COMW1 –Y2COMW90 | JK2 | WR | Y2COMSTR Y2COMPSU | not available[2] |

[1]WR = with replacement

[2]Design effects were not calculated using these weights.

9-11

Table 9-5.—ECLS-K spring-kindergarten/spring-first grade panel: standard errors and design effects for the full sample

| Survey item | Variable name | Number of cases | Estimate | Design SE | SRS SE | DEFT | DEFF |
|---|---|---|---|---|---|---|---|
| **Child characteristics (percent)** | | | | | | | |
| Lived in single parent family | P4HFAMIL | 14,936 | 23.59 | 0.610 | 0.348 | 1.755 | 3.079 |
| Lived in two-parent family | P4HFAMIL | 14,936 | 74.17 | 0.666 | 0.358 | 1.860 | 3.459 |
| Mom worked 35 hours+/week | P4HMEMP | 10,557 | 66.43 | 0.627 | 0.459 | 1.365 | 1.862 |
| Primary case is center-based | P4PRIMNW | 6,150 | 35.73 | 1.437 | 0.611 | 2.352 | 5.530 |
| Primary case is home-based | P4PRIMNW | 6,150 | 64.27 | 1.437 | 0.611 | 2.352 | 5.530 |
| Parents had high school or less | WKPARED | 14,938 | 36.95 | 0.940 | 0.395 | 2.381 | 5.668 |
| Parents attended PTA | P4ATTENP | 14,922 | 41.31 | 0.909 | 0.403 | 2.256 | 5.090 |
| Did homework 3-4 times per week | P4HMWORK | 14,924 | 39.78 | 0.950 | 0.401 | 2.372 | 5.627 |
| Parents helped with homework 3-4 times/week | P4HLPHWK | 14,441 | 37.67 | 0.765 | 0.403 | 1.897 | 3.599 |
| Practiced reading, writing, numbers daily | P4RDWRNM | 14,926 | 52.11 | 0.767 | 0.409 | 1.876 | 3.521 |
| Visited library | P4LIBRAR | 14,919 | 45.66 | 0.778 | 0.408 | 1.908 | 3.639 |
| Used computer 1-2 times per week | P4COMPWK | 10,083 | 45.31 | 0.689 | 0.496 | 1.390 | 1.932 |
| Have family rule for TV | P4TVRULE | 14,800 | 90.40 | 0.359 | 0.242 | 1.484 | 2.201 |
| HH received foodstamp in last 12 months | P4FSTAMP | 14,874 | 15.23 | 0.652 | 0.294 | 2.215 | 4.906 |
| | | | | | | | |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R4_AGE | 16,325 | 86.91 | 0.068 | 0.035 | 1.940 | 3.764 |
| Child's household size | P4HTOTAL | 14,936 | 4.56 | 0.024 | 0.012 | 2.072 | 4.293 |
| Number of children <18 in child's HH | P4LESS18 | 14,936 | 2.55 | 0.021 | 0.010 | 2.205 | 4.861 |
| Number of siblings in HH | P4NUMSIB | 14,936 | 1.51 | 0.019 | 0.010 | 1.971 | 3.886 |
| Number of hours watched TV after dinner | P4TVAFDH | 14,779 | 0.77 | 0.013 | 0.007 | 1.983 | 3.932 |
| | | | | | | | |
| Median | | | | | | 1.971 | 3.886 |
| Mean | | | | | | 1.981 | 4.020 |
| Standard deviation | | | | | | 0.320 | 1.219 |
| Coefficient of variation | | | | | | 0.162 | 0.303 |
| Minimum | | | | | | 1.365 | 1.862 |
| Maximum | | | | | | 2.381 | 5.668 |

Table 9-6.—ECLS-K all-four round panel: standard errors and design effects for the full sample

| Survey item | Variable name | Number of cases | Estimate | Design SE | SRS SE | DEFT | DEFF |
|---|---|---|---|---|---|---|---|
| **Child characteristics (percent)** | | | | | | | |
| Lived in single parent family | P4HFAMIL | 4,011 | 22.66 | 0.851 | 0.661 | 1.287 | 1.656 |
| Lived in two-parent family | P4HFAMIL | 4,011 | 75.21 | 0.859 | 0.682 | 1.259 | 1.586 |
| Mom worked 35 hours+/week | P4HMEMP | 2,830 | 65.49 | 1.257 | 0.893 | 1.407 | 1.979 |
| Primary case is center-based | P4PRIMNW | 1,640 | 36.89 | 1.611 | 1.192 | 1.352 | 1.828 |
| Primary case is home-based | P4PRIMNW | 1,640 | 63.11 | 1.611 | 1.192 | 1.352 | 1.828 |
| Parents had high school or less | WKPARED | 4,012 | 36.25 | 1.095 | 0.759 | 1.443 | 2.082 |
| Parents attended PTA | P4ATTENP | 4,008 | 42.47 | 1.753 | 0.781 | 2.245 | 5.042 |
| Did homework 3-4 times per week | P4HMWORK | 4,008 | 38.78 | 1.299 | 0.770 | 1.688 | 2.850 |
| Parents helped with homework 3-4 times/week | P4HLPHWK | 3,889 | 36.55 | 1.102 | 0.772 | 1.427 | 2.037 |
| Practiced reading, writing, numbers daily | P4RDWRNM | 4,009 | 52.57 | 1.153 | 0.789 | 1.462 | 2.136 |
| Visited library | P4LIBRAR | 4,009 | 45.18 | 1.375 | 0.786 | 1.750 | 3.061 |
| Used computer 1-2 times per week | P4COMPWK | 2,754 | 46.15 | 1.251 | 0.950 | 1.317 | 1.734 |
| Have family rule for TV | P4TVRULE | 3,982 | 91.23 | 0.492 | 0.448 | 1.098 | 1.205 |
| HH received foodstamp in last 12 months | P4FSTAMP | 3,997 | 15.89 | 1.105 | 0.579 | 1.910 | 3.648 |
| | | | | | | | |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R4_AGE | 4,518 | 86.90 | 0.134 | 0.067 | 2.003 | 4.011 |
| Child's household size | P4HTOTAL | 4,011 | 4.63 | 0.039 | 0.022 | 1.762 | 3.106 |
| Number of children <18 in child's HH | P4LESS18 | 4,011 | 2.60 | 0.031 | 0.018 | 1.691 | 2.861 |
| Number of siblings in HH | P4NUMSIB | 4,011 | 1.55 | 0.029 | 0.018 | 1.648 | 2.715 |
| Number of hours watched TV after dinner | P4TVAFDH | 3,979 | 0.78 | 0.020 | 0.013 | 1.581 | 2.500 |
| | | | | | | | |
| Median | | | | | | 1.462 | 2.136 |
| Mean | | | | | | 1.562 | 2.519 |
| Standard deviation | | | | | | 0.288 | 0.959 |
| Coefficient of variation | | | | | | 0.184 | 0.381 |
| Minimum | | | | | | 1.098 | 1.205 |
| Maximum | | | | | | 2.245 | 5.042 |

Differences in scores from the assessment data and in social rating scores as reported by the parents and teachers (spring-kindergarten/spring-first grade only) are presented in table 9-8. For the spring-kindergarten/fall-first grade panel, the differences in scores, their standard errors, and design effects were calculated using C23CW0 and the corresponding replicate weights. For the spring-kindergarten/spring-first grade panel, C24CW0 and the corresponding replicate weights were used for computing the differences in assessment scores and social rating scores reported by teachers, and their standard errors and design effects. C24PW0 and the corresponding replicate weights were used for the differences in social rating scores reported by parents, and their standard errors and design effects. The median design effect is 3.9 for the panel of spring-kindergarten/spring-first grade students and 2.1 for the panel of children in all four rounds of data collection (base year and first grade year).

Table 9-7 presents the median design effects for subgroups based on school type, child's gender and race-ethnicity, geographic region, level of urbanicity and the socioeconomic scale (SES quintiles) of the parents. For the spring-kindergarten/spring-first grade panel, the median design effects vary from 1.2 (Pacific Islanders) to 5.2 (children in the Midwest). For the panel involving all four rounds, the range of variability of the median design effects is very different from that for the spring-kindergarten/spring-first grade panel. The all-four-round panel has a much reduced sample size as it includes the fall-first grade subsample from the full base year sample. The median design effects range from 1.2 for children of other race-ethnicity to a high 8.6 for Pacific Islanders. The group of American Indian children also has a high median design effect of 6.4. The samples of Pacific Islanders and American Indians are highly clustered resulting in the higher design effects.

Table 9-9 presents the median design effects for the difference in scores for the same subgroups. The median design effects for the difference in scores between spring-kindergarten and fall-first grade are based only on three assessment scores; no social rating scores were collected in fall-first grade. For the panel spring-kindergarten/fall-first grade, the variation in the median design effects is large, especially for the group of American Indians, and unstable for certain race-ethnicity subgroups. For the group of American Indians, the smaller sample size, the highly clustered characteristic of the sample, and the large variation in the differences in scores, all contribute to the high design effects. Design effects of less than 1 are mainly due to the variability in the variance of estimates and are not viewed as having substantive implications.

Table 9-7.—ECLS-K panel: median design effects for subgroups

| Subgroups | Spring-kindergarten/ spring-first grade[1] | | All four round panel[2] | |
|---|---|---|---|---|
| | DEFT | DEFF | DEFT | DEFF |
| All students | 1.971 | 3.886 | 1.462 | 2.136 |
| Type of school | | | | |
| Public | 1.891 | 3.574 | 1.436 | 2.062 |
| Private | 1.931 | 3.729 | 1.697 | 2.879 |
| Catholic private | 1.710 | 2.923 | 1.348 | 1.816 |
| Other private | 1.746 | 3.048 | 1.606 | 2.580 |
| Gender | | | | |
| Male | 1.684 | 2.837 | 1.358 | 1.845 |
| Female | 1.566 | 2.451 | 1.451 | 2.106 |
| Race-ethnicity | | | | |
| White | 1.894 | 3.588 | 1.565 | 2.450 |
| Black | 1.471 | 2.163 | 1.274 | 1.624 |
| Hispanic | 1.457 | 2.122 | 1.184 | 1.403 |
| Asian | 1.586 | 2.514 | 1.440 | 2.074 |
| Pacific Islander | 1.085 | 1.178 | 2.938 | 8.632 |
| American Indian | 1.237 | 1.531 | 2.535 | 6.427 |
| Other | 1.260 | 1.587 | 1.092 | 1.193 |
| Region | | | | |
| Northeast | 1.679 | 2.819 | 1.942 | 3.772 |
| Midwest | 2.270 | 5.151 | 1.762 | 3.106 |
| South | 2.033 | 4.135 | 1.665 | 2.772 |
| West | 1.645 | 2.707 | 1.514 | 2.291 |
| Urbanicity | | | | |
| Central city | 1.866 | 3.482 | 1.462 | 2.138 |
| Urban fringe and large town | 1.924 | 3.703 | 1.622 | 2.632 |
| Small town and rural area | 2.056 | 4.226 | 1.798 | 3.233 |
| SES quintiles | | | | |
| First | 1.444 | 2.084 | 1.218 | 1.484 |
| Second | 1.396 | 1.948 | 1.210 | 1.464 |
| Third | 1.462 | 2.136 | 1.248 | 1.558 |
| Fourth | 1.448 | 2.096 | 1.228 | 1.508 |
| Fifth | 1.492 | 2.226 | 1.269 | 1.611 |

[1]Each median is based on 19 items.

[2]Each median is based on 19 items.

Table 9-8.—ECLS-K spring-kindergarten/fall-first grade and spring-kindergarten/spring-first grade panels: standard errors and design effects of differences in scores for the full sample

| Survey item | Variable name | Number of cases | Estimate | Design SE | SRS SE | DEFT | DEFF |
|---|---|---|---|---|---|---|---|
| **Difference between spring-kindergarten and fall-first grade** | | | | | | | |
| Reading score | C3RRSCAL-C2RRSCAL | 4,915 | 5.31 | 0.173 | 0.079 | 2.181 | 4.756 |
| Math score | C3RMSCAL-C2RMSCAL | 5,126 | 5.40 | 0.106 | 0.074 | 1.434 | 2.057 |
| General knowledge score | C3RGSCAL-C2RGSCAL | 4,893 | 3.17 | 0.115 | 0.055 | 2.082 | 4.333 |
| Median | | | | | | 2.082 | 4.333 |
| Mean | | | | | | 1.899 | 3.715 |
| Standard deviation | | | | | | 0.406 | 1.452 |
| Coefficient of variation | | | | | | 0.214 | 0.391 |
| Minimum | | | | | | 1.434 | 2.057 |
| Maximum | | | | | | 2.181 | 4.756 |
| **Difference between spring-kindergarten and spring-first grade** | | | | | | | |
| Reading score | C4RRSCAL-C2RRSCAL | 15,539 | 22.71 | 0.148 | 0.073 | 2.021 | 4.085 |
| Math score | C4RMSCAL-C2RMSCAL | 16,126 | 15.74 | 0.113 | 0.049 | 2.302 | 5.300 |
| General knowledge score | C4RGSCAL-C2RGSCAL | 15,502 | 7.60 | 0.067 | 0.035 | 1.914 | 3.663 |
| Approaches to learning-Parent | P4LEARN-P2LEARN | 14,601 | -0.03 | 0.006 | 0.004 | 1.534 | 2.352 |
| Self-control-Parent | P4CONTRO-P2CONTRO | 14,602 | 0.07 | 0.007 | 0.004 | 1.757 | 3.086 |
| Social interaction-Parent | P4SOCIAL-P2SOCIAL | 14,620 | -0.04 | 0.007 | 0.005 | 1.504 | 2.261 |
| Withdrawn-Parent | P4SADLON-P2SADLON | 14,591 | -0.01 | 0.005 | 0.004 | 1.335 | 1.783 |
| Impulsive/overactive-Parent | P4IMPULS-P2IMPULS | 14,436 | -0.07 | 0.009 | 0.005 | 1.710 | 2.925 |
| Approaches to learning-Teacher | T4LEARN-T2LEARN | 14,287 | -0.09 | 0.010 | 0.006 | 1.684 | 2.836 |
| Self-control-Teacher | T4CONTRO-T2CONTRO | 14,085 | -0.01 | 0.010 | 0.005 | 1.834 | 3.363 |
| Interpersonal-Teacher | T4INTERP-T2INTERP | 13,994 | -0.02 | 0.011 | 0.006 | 1.902 | 3.616 |
| Externalizing problems-Teacher | T4EXTERN-T2EXTERN | 14,138 | 0.00 | 0.008 | 0.005 | 1.573 | 2.474 |
| Internalizing problems-Teacher | T4INTERN-T2INTERN | 13,996 | 0.03 | 0.009 | 0.005 | 1.744 | 3.040 |
| Median | | | | | | 1.744 | 3.040 |
| Mean | | | | | | 1.755 | 3.137 |
| Standard deviation | | | | | | 0.250 | 0.910 |
| Coefficient of variation | | | | | | 0.143 | 0.290 |
| Minimum | | | | | | 1.335 | 1.783 |
| Maximum | | | | | | 2.302 | 5.300 |

Table 9-9.—ECLS-K spring-kindergarten/fall-first grade and spring-kindergarten/spring-first grade panels: median design effects of differences in scores for subgroups

| Subgroups | Spring-kindergarten/ fall-first grade[1] | | Spring-kindergarten/ spring-first grade[2] | |
|---|---|---|---|---|
| | DEFT | DEFF | DEFT | DEFF |
| All students | 2.082 | 4.333 | 1.744 | 3.040 |
| Type of school | | | | |
| Public | 1.967 | 3.870 | 1.607 | 2.581 |
| Private | 1.515 | 2.294 | 1.833 | 3.361 |
| Catholic private | 1.538 | 2.364 | 2.037 | 4.150 |
| Other private | 1.562 | 2.440 | 1.714 | 2.939 |
| Gender | | | | |
| Male | 1.656 | 2.743 | 1.553 | 2.412 |
| Female | 1.740 | 3.027 | 1.473 | 2.171 |
| Race-ethnicity | | | | |
| White | 1.830 | 3.349 | 1.591 | 2.531 |
| Black | 1.263 | 1.595 | 1.419 | 2.013 |
| Hispanic | 1.487 | 2.212 | 1.416 | 2.006 |
| Asian | 1.579 | 2.493 | 1.387 | 1.924 |
| Pacific Islander | 1.082 | 1.171 | 0.920 | 0.847 |
| American Indian | 7.032 | 49.442 | 1.013 | 1.026 |
| Other | 0.964 | 0.929 | 1.290 | 1.663 |
| Region | | | | |
| Northeast | 1.949 | 3.800 | 1.584 | 2.508 |
| Midwest | 2.271 | 5.159 | 1.738 | 3.022 |
| South | 2.102 | 4.418 | 1.576 | 2.483 |
| West | 1.444 | 2.084 | 1.723 | 2.968 |
| Urbanicity | | | | |
| Central city | 1.545 | 2.387 | 1.574 | 2.478 |
| Urban fringe and large town | 1.682 | 2.828 | 1.605 | 2.575 |
| Small town and rural area | 2.388 | 5.703 | 1.992 | 3.967 |
| SES quintiles | | | | |
| First | 1.425 | 2.030 | 1.266 | 1.602 |
| Second | 1.425 | 2.032 | 1.378 | 1.899 |
| Third | 1.622 | 2.632 | 1.452 | 2.107 |
| Fourth | 1.313 | 1.724 | 1.366 | 1.865 |
| Fifth | 1.368 | 1.871 | 1.387 | 1.924 |

[1]Each median is based on 3 items.

[2]Each median is based on 13 items.

For the panels that include spring-first grade children, standard errors and design effects were not computed for items from the teacher and school administrator questionnaires since there are no teacher or school weights computed for the first-grade year. Although standard errors and design effects may also be calculated for the teacher and school administrator questionnaires at the child level, they are quite large compared to those typically found for the ECLS-K data. Design effects for teacher and school items are large because the intraclass correlation is 100 percent for children in the same school and very high for children in the same class; children attending the same school have the same school data, and children in the same class have the same teacher data.